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ABSTRACT

Intended for local vocational education administrators, this handbook provides guidelines and suggestions for designing, implementing, and evaluating programs for handicapped students who are being mainstreamed into the regular vocational education classroom. The handbook is divided into the following ten chapters: (1) Legal Requirements, (2) Funding and Services, (3) Changing Attitudes, (4) Handicapping Conditions, (5) Referrals and Assessment, (6) Vocational Guidance, (7) Individualized Education Program, (8) Teaching Techniques, (9) Employment, and (10) Coordinating Programs. Each chapter contains background information concerning the topic involved, several inservice activities, handouts/transparencies, etc., to accompany the inservice activities, and a list of resources. (BM)

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MAKING MAINSTREAMING WORK: A HANDBOOK FOR VOCATIONAL ADMINISTRATORS

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Preface

As you are aware, Vocational Education has had handicapped students in its classrooms, shops, and laboratories long before it became the popular thing. These students were in our vocational programs, but little was done to help the administrators or instructors cope with these special students and/or help the teacher become a more enlightened educator. However, now that we have had both Federal and State legislation to assist these special individuals and the fact that these somewhat unique students are no longer being kept at home or in hiding, we must as vocational educators give additional help to this particular child.

With the help of the College of Education, Texas A&M University and others in developing the following handbook for local vocational education administrators, it will be a much easier job as well as a job that can be handled with a skilled intellectual approach toward mainstreaming.

As one reads and understands this handbook it will be helpful in designing, implementing, and evaluating the student with special needs in Vocational Education.

Paul O Lentz

Paul O. Lentz
President
National Council of Local Administrators
of Vocational, Technical and Practical
Arts Education

Acknowledgements

A handbook of the magnitude of the one included within this binder could not be developed by any one individual working in a vacuum. As with any major research and development endeavor many individuals were involved in the preparation of this document. To list, by name, each of the individuals who had either direct or indirect input into this handbook would be beyond the realm of reason. As educators we must be an interactive group and gain from the experience of each other. The materials printed on these pages has evolved from extensive interaction with educators, parents, students and interested laypeople. These contacts were primarily in the state of Texas; however, members of the project staff have also developed contacts throughout the nation which have been most beneficial in providing substantive input into the content of this document.

As the individual named as Project Director for this R & D effort, I would like to formally acknowledge the contributions of selected individuals and groups of individuals who have contributed to the success of this endeavor.

Marc Hull, who is currently serving in an educational leadership position in the State Department of Education in Vermont, was instrumental in preparing the original proposal through which funding was secured to implement the research that provided the basis for this handbook. Marc didn't see this activity as a separate project, but rather as one more element in a wide array of activities that would contribute to the development of a long range program to meet the needs of the handicapped student. Marc's insight coupled with his Christian commitment to meet

the needs of all students, established an excellent framework from which the other members of the staff have been able to build.

Tico Foley has served as principal investigator on this project since Marc returned to his native state of Vermont. The surveys which Tico conducted of all the schools in Texas with vocational or special education programs, provided an information base that should insure that the suggestions presented in this handbook can be implemented for the betterment of educational programs for the handicapped students in our schools. During the conduct of this project, Tico was an Aggie. Effective September, 1979, he will be continuing his efforts in the area of Vocational Special Needs at Moorhead State University in Minnesota.

Marilyn Kok has provided editorial assistance for a number of projects in Vocational Special Needs at Texas A&M University. In the completion of this handbook not only did she challenge each member of the staff to complete a given section on time, but she also utilized her own writing skills in the development of major sections of the document. Each member of the project staff, including the individual preparing this acknowledgement section, is indebted to Marilyn for her unending dedication, patience, and tactful prodding.

Lindy Wright and Kenne Turner assisted in both the writing and editorial process of completing this handbook. The skills of pulling from the literature reviews, the school surveys, and the information gleaned from conferences and professional contacts, is evident in the sections of the handbook that bear their names.

Nan Crowell and Nancy Atkinson are also due special mention for the content of the sections of the handbook that bear their names. As professionals in the field of education they were able to draw from not only the research base of the project in the preparation of their sections of the document, but were also supported by their professional experience.

Linda Parrish, the Coordinator of the Vocational Special Needs program at Texas A&M University is also in our debt for her untiring efforts and encouragement to the project staff. The contacts which she has established in the schools of Texas, the Texas Education Agency and other professional groups throughout the nation, provided the project staff ready access to information which was invaluable in the preparation of this handbook.

To each of the school districts, service centers and agency personnel, who gave sofreely of their time and professional expertise, we are extremely grateful. On-site interviews were conducted at Amarillo, Brenham, Conroe, Denton, El Paso, La Grange, La Porte, McAllen, Midland, Odessa, Rockdale, Spring, and Weslaco.

Three individuals from the Texas Education Agency, Hayden McDaniel, Eleanor Mikulin and Leo Schreiner deserve special mention. Each of these individuals has been of great assistance in providing information that has added to the depth of the content of this handbook. But of even greater importance they have shown an interest in and dedication to assisting vocational education to meet the needs of the handicapped.

Velma Brawner from the Bureau of Occupational Adult Education in the U. S. Office of Education, has served as the project officer. Since the change in funding procedures from grants to contracts she has not had the time or has the U. S. Office provided her with the resources to be as active in the project as we would have liked. However, we always knew that if we had a question relating to project operations she would do her best to provide us with the needed information and if necessary, follow through on the Washington scene.

The unsung heros of most projects are those individuals who put the words of the writer in a form and format to effectively communicate to the intended audience. The project staff sings the praises of our secretarial staff: Janetta Bates, Sandra Patterson, Debra Teguns, and Tina Westphal. I trust that we will never take them for granted.

The President of the National Council of Local Administrators of Vocational, Technical and Practical Arts Education, Paul O. Lentz provided the Preface for this handbook. The project staff is pleased that we received the endorsement of this distinguished group of educators.

Of course the ultimate acknowledgement must go to you, the reader--the consumer of this R & D effort. As each of you has an opportunity to use this handbook we trust it will be of benefit to the students enrolled in your programs---if "one of the least of these by brethren" benefits from your use of this handbook, our efforts and the funding that made the efforts possible, will not have been in vain.

Donald L. Clark
Project Director
Associate Dean for Research
College of Education
Texas A&M University

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Introduction

Project Staff

Our purposes . . .
What we want you to get from the book . . . Our format. . .
A word about the authors

While working with vocational educators in Texas, we discovered that certain information was not readily available to vocational administrators. Although they could quickly find out what had to be done--indeed they were often told without asking what they had to do--they seldom found out why or how, when or with what. Getting this information became a trial and error process. Even as this book goes to press, this trial and error goes on. Educators are once more revising IEP forms, attempting to make the IEP that much more effective and efficient. The same is true for staff development and vocational counseling and involving parents and assessing students.

In fact, the entire process of mainstreaming handicapped students into vocational education, a process so new and so necessary, cannot be fenced into a neat description. As dynamic as this process is, we felt compelled to produce a handbook that would answer vocational administrators' most frequent questions--the why and how, rather than the what. Then, with their experience and insight, vocational administrators can apply this information to their own schools, to their own staff and students, and in reacting rather than just reading, improve their programs and make our work useful.

We gathered our information from library research, a survey of all schools with vocational or special education departments in Texas, on-site interviews (see list under Acknowledgements), taped interviews, and from presentations at a statewide conference on vocational special needs. The authors are staff members of the Vocational Special Needs Program at Texas A&M, and have been involved in much of the personal research, talking to administrators, interviewing personnel, and touring programs. We have all been heavily involved in inservice, both locally with teachers and centrally with administrators.

We have organized the material in the order an administrator might need when beginning to mainstream handicapped students in regular vocational programs. The first chapters address some initial concerns (including legal requirements and funding). Then the handbook works through the process from identifying students and appropriate placements through tips for teaching and coordinating the program.

The question-answer format allows administrators to flip to the information they need. For each chapter we have included some tried-and-true techniques for sharing the information with your teachers, and a practical list of resources.

1

Legal Requirements

Tico Foley

Federal laws. . . . What they require. . . . What equal opportunity means for handicapped students. . . . Other legislation

A lot has changed over the past few years when it comes to the education of handicapped students. A powerful movement has swept the United States. The movement gathered force from the hard work of handicapped people themselves, their parents, and advocacy groups, but the movement undoubtedly received its greatest impetus from a series of new laws.

When planning a program, legal requirements are a good place to start. Regulations not only spell out what you must do, they also tell you what you can do and give you an idea of where the money will come from. In this brief chapter I will quickly review the most important laws, then suggest further resources.

WHAT ARE THE FEDERAL LAWS AFFECTING VOCATIONAL EDUCATION FOR THE HANDICAPPED?

There are three major laws that you should know about.

The Rehabilitation Act of 1973, Section 504

This is a basic civil rights law that states that "no otherwise qualified handicapped individual in the United States. . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal

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financial assistance." This law covers all public agencies (including schools) which receive any federal assistance. Vocational teachers and administrators are protected in their employment, and students are protected in their education and preparation for an occupation. Other sections of the Rehabilitation Act of 1973 cover employment by the federal government and by recipients of federal contracts. If you are involved in job placement of handicapped students or graduates you will find that this law can be a gentle tool to open doors.

The Education of the Handicapped Act (P.L. 94-142)

This law and its amendments provide some federal funding and some specific steps that schools should take to protect the rights of handicapped students. There are seven provisions of this law that every vocational teacher should know:

1. Every child has the right to receive a free education that will appropriately meet his or her unique educational needs, including classroom instruction, physical education, and vocational education. Handicapped students, who were not going to any school or who were in private schools or other institutions, will now be in the public schools, often in vocational classrooms and shops. You will have the responsibility to help develop and implement an appropriate program to meet their vocational training needs.

2. Due process procedures for parents and children include their right to a full understandable notice of all the parents' and child's rights. Among these rights the school must include a description of the school's proposal to initiate or change (or refusal to initiate or change) the child's identification, evaluation, or educational placement and a description of each evaluation procedure, test, record, or report that the school is using as a basis for its proposal. Parents must be involved in these decisions and they have the right to examine all records. The parents must give their written consent before the school conducts a pre-placement evaluation or initial placement in a program providing special education and related services. The law provides the school with a course of action if the parents refuse to consent to evaluation or placement, but the law also provides the parents with the right to initiate an impartial hearing or civil action if the school maintains a decision that is contrary to the parents' wishes.

3. Fair testing and other nondiscriminatory evaluation

procedures are a part of the due process protections, but I am listing them separately because they may be applied by the classroom or shop teacher after the initial evaluation and placement. All tests and evaluations must be conducted so that the student's true abilities and achievements will be measured, rather than reflecting the student's handicap (unless the test is supposed to measure the handicap). So, for example, a test, designed to measure a student's knowledge and attitudes toward safety in the shop, cannot reflect the student's inability to decipher written materials. Maybe the test should be administered orally.

4. Another important aspect of due process protections that deserves separate mention is the concept of placing the student in the least restrictive environment. This does not mean that the student must always be mainstreamed with his or her non-handicapped peers, but the mainstreamed placement is the first choice and must be the only placement unless the school can show that the child will only benefit by being placed in another setting. It is important to remember that environments may be restrictive in more than one sense. The most obvious restrictions include physical barriers and remoteness of facilities that make the classroom and the learning tools less accessible for the handicapped student. Other restrictions of the environment that are sometimes overlooked are the social and attitudinal barriers that teachers and fellow students impose when the handicapped student is labeled or isolated. Restrictions of curricula, goals, job expectancies, extra-curricular activities, program offerings, and the like are other examples of barriers that must be avoided when providing handicapped students with an equal opportunity for education and training for employment.

5. In order to plan and document the handicapped student's vocational program, evaluation according to interests, abilities, and achievements, placement in a classroom or shop, and placement on a job, each handicapped student must have a written individualized educational program (IEP). The federal regulations, supplemented by the policies and procedures of each state as spelled out in their respective annual state plans for special education, describe the process by which the IEP must be developed. These regulations address the questions of (a) who must have an IEP, (b) what information must be known before an IEP is developed, (c) who must participate in developing the IEP, (d) what must be contained in the IEP, (e) how the IEP may be reviewed, and (f) who may be held accountable

for complying with the IEP. As the vocational administrator, you should be involved in developing the IEP. It only makes sense that the vocational counselor and the vocational teacher who may be receiving that student should also participate in developing the IEP so they can help insure that it is appropriate.

6. The confidentiality or privacy of personally identifiable information must be protected. The school must keep records of each person who has access to personally identifiable educational records. The parents must give their consent before any records are released to other agencies. Parents have the right to inspect, review and request amendments of the information in the records. When the school no longer needs the personally identifiable information to serve the educational needs of the child, then the parents may request that the information be destroyed. Taking into consideration the age and type or severity of disability, the child has similar rights as the parent. These rights of confidentiality are covered in the Family Educational Rights and Privacy Act of 1974, but are also spelled out in the regulations for handicapped children. This means that if you as the teacher or vocational administrator receive information about a student, then you also are obliged to protect the privacy of this information.

7. In order for the handicapped student to receive an education that is appropriate to meeting his or her unique needs, the vocational teachers and other instructional and support personnel must be retrained or receive personnel development. This inservice training must include appropriate promising practices and materials developed from educational research and demonstration projects. In developing the inservice training for your school district you should cooperate with your special education department and your state education agency. You should include a needs assessment and provide incentives which will insure participation by all your teachers. Involve your local teachers in planning and implementing their inservice and remember to stay with practices and materials that have proven to be effective. Then document the training that each teacher has received so that you can demonstrate that each student is receiving an appropriate education from teachers with the appropriate training.

The Vocational Education Act and Its Amendments

This law provides funding for vocational programs to meet the needs of handicapped students. It also refers to the requirements of the Education of the Handicapped Act. Since federal funding is involved, Section 504 of the Rehabilitation Act of 1973 is also in effect. Any vocational program or activity that is offered to non-handicapped students must also be available for handicapped students. The federal vocational funds and their matching local and state contributions must be used to the maximum extent possible to assist handicapped persons to participate in regular vocational programs.

To summarize these laws, Section 504 protects the handicapped student in any program receiving federal funds; the Education of the Handicapped Act provides funds for instruction and related services in the public schools and suggests a plan for implementing the protections of Section 504; and the Vocational Education Act extends the funding and the protections to include vocational programs in secondary and postsecondary schools.

It is important to note that Section 504 may include some protections that are not funded or stated in the other two laws. An example of this may be found in the fact that under the Education of the Handicapped Act related services may be funded only if the student is also receiving special education instruction. But under Section 504, the handicapped student must receive needed related services even if he or she is not enrolled in a special education class. So the handicapped student who is enrolled in the regular vocational class must still have an IEP or some other guarantee that he or she is receiving an appropriate education designed to meet his or her individual educational needs.

WHAT IS INVOLVED IN PROVIDING EQUAL OPPORTUNITIES TO HANDICAPPED STUDENTS?

In addressing the civil rights of handicapped individuals the term "equal opportunity," requires a different approach than the approach taken to provide other minority groups with protections from discrimination. If, for example, you give the same test to individuals of the opposite sex, then they will both have the same opportunity. If you employ individuals of different national origin based on their typing skills, then they will have the same opportunity. But if you treat a handicapped person the same as a non-handicapped person, they will not always have the same opportunity.

In order to have an equal opportunity for education, the handicapped person often requires some different treatment than that which is given to the non-handicapped person. They need a different kind of instruction or services or materials in order to have the same opportunity to benefit from their education and to achieve their maximum potential. We're not just looking for something that will allow them to minimally survive. We're looking for what will give them the same chance for success as other students have. If you lecture to a mentally impaired student, this may not be appropriate. This student may need a demonstration and practice to have the same chance to learn the skill as a non-impaired classmate. If you hand a blind student the same book that you hand a sighted person, you cannot expect the blind person to have the same opportunity to learn from that book unless you provide a reader, tape recording or electronic optical scanning device. If you place an emotionally disturbed student on a job with many social pressures and no special social skills training, you cannot expect that student to learn acceptable adaptive behavior in the same way that you may expect another student to learn. Sculptured deep shag carpeting may be the most comfortable flooring for walking people, but it is quite unmanageable for a person on crutches or in a wheelchair.

The laws are careful to state that we, in the schools, do not need to guarantee that a student will progress at a certain rate or achieve certain objectives, but we must make a good faith effort to assist the student in attaining the objectives and goals that we have included in the IEP. Remember that the IEP is a statement of what an appropriate education for that student might be in order to allow the student the same chance to benefit from education and training that a non-handicapped student would have.

WHAT OTHER LEGISLATION COULD APPLY TO THE VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS?

This is an important question, since other legislation often includes opportunities for assistance for programs to train or place handicapped students in employment in new legislation. An example of this is the regulations implementing the Comprehensive Employment and Training Act (CETA). New regulations include handicapped individuals among those eligible for the training programs and support. The old Manpower legislation placed more emphasis on economic considerations in addressing persons with employment disadvantages. Some of the CETA programs are discussed in the following chapter on "Funding and Services."

Inservice Activities

Lindy Wright

What's wrong?
What's your opinion?
Handicapped legislation overview

CONCEPTS

Public Law 94-142 provides for appropriate education for all handicapped students.

All handicapped students are entitled to a free and appropriate education in the least restrictive environment.

Public Law 94-482, the Educational Amendments of 1976, assures vocational training for the handicapped.

PERFORMANCE OBJECTIVES

The vocational personnel will be able to interpret the laws affecting the handicapped.

The teacher will be able to identify the least restrictive environment.

Personnel will demonstrate an understanding of the due process procedure.

WHAT'S WRONG?

Materials Needed: Situation Sheets
Paper/pencils

Number of Participants: 15-150

Approximate Time Needed: 30-45 minutes

Instructions:

1. Divide participants into smaller groups of 5-8.
2. Give each participant a situation sheet and instruct them to choose one situation to address.
3. Each group has approximately 20 minutes to read the situation and answer the questions.
4. A spokesperson from each group will then share with the entire group the situation and how it was addressed.
5. If time allows, the facilitator can tell the group the actual disposition of each law suit.

SITUATION 1:

Parents of a four year old non-verbal child challenged the appropriateness of her special education program and requested placement in a non-public school. Misdiagnosed as deaf, she was placed in a private institution in February, 1978. Upon learning the true nature of her handicap, a decision was made by the Admissions, Review and Dismissal Committee (ARD) to place the child in the co-op serving the school district. It was found during the hearing that the co-op and the private institution were comparable.

1. Has the due process procedure been followed? If not, what should have been done?

2. What would be your decision in this case?

3. What alternatives are possible in resolving this suit?

4. What could be done next?

SITUATION 2:

The petitioner is a twelve year old child who is mentally retarded and emotionally disturbed and is tentatively enrolled in a special education co-op. The issue presented for decision was whether, under applicable law and regulations, the placement of the petitioner was the least restrictive placement in which the petitioner could receive an appropriate free public education. Several hearings regarding the petitioner were held and much medical evaluation and testimony was offered. After the hearing officer had heard and read the entire record, it seemed that neither party in the matter knew for sure as to the best solution of the petitioner's educational problems, and each party had gone to great effort to find the answer.

1. Has the due process procedure been followed? If not, what should have been done?

2. What would be your decision in the case?

3. What alternatives are possible in resolving this suit?

4. What could be done next?

SITUATION 3:

The petitioner, an eight year old child who suffered brain damage at birth, was enrolled in a Middle School and attended classes there until the program was transferred to an Elementary School. Both schools are within the same school district. During the 1977-78 school year the child was enrolled in the school district's program for mentally retarded children at the Middle School. The program combined 16-18 students ranging in age from eight years to twenty years in one classroom, with two teachers and one aide. At the end of the school year the program was evaluated and it was decided to move the program to the Elementary School which would be more effective and would result in increased mainstreaming opportunities. The younger children would be in the Elementary School and the older ones in the Middle School. The petitioner's mother maintained that her only notice of the program's setting change came from the school bus driver on the second day of school. She further testified that the petitioner was nervous and upset after the change of schools. The problem presented was that the local agency failed to notify the petitioner in writing of the change of schools.

1. Has the due process procedure been followed? If not, what should have been done?

2. What would be your decision in this case?

3. What alternatives are possible in resolving this suit?

4. What could be done next?

RESOLUTION OF EACH LAW SUIT

Situation 1: The 4 year old non-verbal child. The conclusion made by the hearing officer, based on the evidence and findings of fact, was that the school district was able to provide an appropriate public education and, therefore, would not be required to provide the child with a non-public school placement contract. The parents appealed to the Commissioner of Education who upheld the decision. The case was then appealed to the State Board and the decision held firm. There was no further appeal.

Situation 2: The 12 year old mentally retarded child. After consideration of the finding of fact, it was concluded that the co-op placement offered the petitioner an appropriate individualized educational program. The petitioner appealed to the Commissioner and the State Board upheld the decision.

Situation 3: The 8 year old brain damaged child. It was found that the school district appeared to have acted in "good faith" and that placement at the elementary school was an appropriate individualized educational program for the petitioner. The recommendations of the hearing officer were approved by the board of trustees and the decision was not appealed.

WHAT'S YOUR OPINION?

Materials Needed: Number Sheets
List of Statements

Number of Participants: 25-100

Approximate Time Needed: 15-20 minutes

Instructions:

1. Presenter explains to the group that they will "literally" take a stand on mainstreaming the handicapped.

2. The number sheets are spread from one end of the room to the other. A +2 is if you strongly agree with the statement, a -2 is if you strongly disagree with the statement.

3. The presenter reads a statement from the list and participants are to stand on the number that best describes their feelings about that statement.

4. The presenter then asks someone at each end of the continuum to defend their position. A short discussion of that stand may follow. The presenter should stay neutral.

5. Each statement is read and acted upon until all statements (or participants) are exhausted.

STRONGLY AGREE

+2

AGREE

+1

27

NEUTRAL

0

DISAGREE

−1

STRONGLY DISAGREE

-2

LAWS/LEGISLATION STATEMENTS

1. A "free and appropriate" education implies that even the severely and profoundly retarded must be admitted to public schools.

2. Mainstreaming means all handicapped students will be put in regular classes.

3. P.L. 94-142 will do more harm than good for the handicapped.

4. The due process procedure is too lengthy and costly to be worthwhile.

5. Mainstreaming the handicapped sounds good on paper but doesn't really work.

6. A handicapped child cannot be placed in a special program without parental permission.

7. An IEP just means more paperwork for the teacher and can't really help the child.

HANDICAPPED LEGISLATION OVERVIEW

Materials Needed: Transparencies
Handouts

Number of Participants: Any number

Approximate Time Needed: 30-45 minutes

Instructions:

1. Presenter gives a brief lecture/discussion on legislation for the handicapped. (Use Legal Requirements chapter for reference).

2. A question/answer session follows lecture using transparencies to initiate discussion from the audience. The presenter should cover the bottom part of the transparency, have the audience react to the top portion of the transparency (the statement), then show the part with the legislation to either refute or agree with the statement.

PURPOSES OF PL 94-142

- TO GUARANTEE THE AVAILABILITY OF SPECIAL EDUCATION PROGRAMMING TO HANDICAPPED CHILDREN AND YOUTH WHO REQUIRE IT.
- TO ASSURE FAIRNESS AND APPROPRIATENESS IN DECISION MAKING ABOUT THE PROVISION OF SPECIAL EDUCATION TO HANDICAPPED CHILDREN AND YOUTH.
- TO ESTABLISH CLEAR MANAGEMENT AND AUDITING REQUIREMENTS AND PROCEDURES REGARDING SPECIAL EDUCATION AT ALL LEVELS OF GOVERNMENT.
- TO FINANCIALLY ASSIST THE EFFORTS OF STATE AND LOCAL GOVERNMENT THROUGH THE USE OF FEDERAL FUNDS.

ARD COMMITTEE MEMBERSHIP

- AT LEAST THREE MEMBERS, REPRESENTING THE AREAS OF ADMINISTRATION, INSTRUCTION, AND ASSESSMENT (INCLUDING AT LEAST ONE REPRESENTATIVE OF SPECIAL EDUCATION).
- DESIGNATED EDUCATIONAL LIAISON.
- THE STUDENT'S PARENT OR GUARDIAN OR DESIGNATED PARENTAL REPRESENTATIVE.
- THE STUDENT, WHERE APPROPRIATE.
- AT LEAST ONE REPRESENTATIVE FROM VOC. ED. WHEN A VOC. ED. PLACEMENT IS BEING CONSIDERED.

Policies and Administrative Procedures for the Education of Handicapped Students, Texas Education Agency.

ARD COMMITTEE RESPONSIBILITIES

EACH DISTRICT OR SPECIAL EDUCATION COOPERATIVE MUST ESTABLISH AT LEAST ONE ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE TO PERFORM THE FOLLOWING FUNCTIONS WITHIN THE SPECIAL EDUCATION INSTRUCTIONAL PROGRAM:

(A) REVIEW ALL AVAILABLE DATA;

(B) ENSURE THAT LINGUISTICALLY DIFFERENT STUDENTS ARE NOT ASSIGNED TO SPECIAL EDUCATION ON THE BASIS OF CRITERIA WHICH WERE DEVELOPED SOLELY ON THE COMMAND OF THE ENGLISH LANGUAGE;

(C) ENSURE THAT STUDENTS ARE NOT PLACED IN SPECIAL EDUCATION BECAUSE OF DEFICIENCIES THAT ARE DIRECTLY ATTRIBUTABLE TO (1) A DIFFERENT CULTURAL LIFE-STYLE, (2) NOT HAVING HAD EDUCATIONAL OPPORTUNITIES, OR (3) NOT HAVING ACHIEVED FROM PREVIOUS EDUCATIONAL EXPERIENCES;

(D) DETERMINE IF THE STUDENT MEETS THE ELIGIBILITY CRITERIA;

(E) INITIATE DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PLAN OR MODIFY THE EXISTING PLAN;

(F) MAKE APPROPRIATE INSTRUCTIONAL PLACEMENT DESIGNATION;

(G) REVIEW ALL SPECIAL EDUCATION ASSIGNMENTS ANNUALLY TO DETERMINE CONTINUATION, CHANGE, REAPPRAISAL, OR TERMINATION.

Policies and Administrative Procedures for the Education of Handicapped Students, Texas Education Agency.

ARD COMMITTEE MEMBERSHIP

(WHEN CONSIDERING IEP DEVELOPMENT)

- THE LOCAL VOCATIONAL ADMINISTRATOR OR VOCATIONAL SUPERVISOR.
- THE LOCAL SPECIAL EDUCATION SUPERVISOR.
- THE VOCATIONAL TEACHER WHO WILL INSTRUCT THE HANDICAPPED STUDENT IF SUCH STUDENT IS RECOMMENDED FOR TRAINING BY THE SCREENING COMMITTEE.
- AN EXPERIENCED SPECIAL EDUCATION TEACHER.
- THE VOCATIONAL COUNSELOR.
- A PARENT OF THE STUDENT BEING CONSIDERED.
- THE STUDENT, IF APPROPRIATE.
- A PROFESSIONAL DIAGNOSTIC PERSON WHO CAN PROVIDE INFORMATION REGARDING STUDENT ASSESSMENT AND WHO CAN MAKE INTERPRETATIONS OF TESTS FOR THE STUDENT UNDER CONSIDERATION.

Policies and Administrative Procedures of the Education of Handicapped Students, Texas Education Agency.

CONTENT OF THE IEP

1. A STATEMENT OF THE STUDENT'S PRESENT LEVELS OF FUNCTIONING TAKEN FROM THE ASSESSMENT DATA AND PRESENTED IN TERMS OF STRENGTHS, WEAKNESSES, AND EDUCATIONAL NEEDS.
2. A STATEMENT OF ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES.
3. A STATEMENT OF THE SPECIFIC EDUCATIONAL SERVICES TO BE PROVIDED FOR THE STUDENT, INCLUDING REGULAR EDUCATION, SPECIAL EDUCATION, AND RELATED SERVICES.
4. A STATEMENT OF THE AMOUNT OF TIME TO BE SPENT IN EACH SETTING, THE PROJECTED DATES FOR INITIATION OF SERVICES, THE ANTICIPATED DURATION OF THE SERVICES, AND THE JUSTIFICATION FOR THE PROVISION OF EACH SERVICE.
5. A STATEMENT OF THE SCHEDULES AND CRITERIA FOR EVALUATING EACH SHORT-TERM OBJECTIVE.
6. SIGNATURES OF THE COMMITTEE MEMBERS PRESENT.

Policies and Administrative Procedures of the Education of Handicapped Students, Texas Education Agency.

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IEP TEAM EFFORTS

1. EVALUATION AND SUBSEQUENT PLANNING SHOULD BE ADDRESSED FROM A BROAD PERSPECTIVE, ACROSS THE DISCIPLINE BOUNDARIES SUGGESTED BY THE NATURE OF THE PRESENTING PROBLEMS.
2. ONLY TEAM RECOMMENDATIONS SHOULD BE SUGGESTED THAT HAVE A HIGH PROBABILITY OF BEING IMPLEMENTED.
3. THE APPROACHES, MATERIALS, AND METHODS THAT MAY BE RECOMMENDED SHOULD BE READILY AVAILABLE TO THOSE CHARGED WITH IMPLEMENTATION.
4. EFFORTS SHOULD TAKE INTO ACCOUNT THE SPECIFIC CONSIDERATIONS OF THE SITUATION AND THE GOALS OF THE INDIVIDUALS INVOLVED.
5. REPORTS AND THE IEP SHOULD BE CLEARLY WRITTEN IN A FORM THAT IS EASILY UNDERSTOOD BY THE READER.
6. ACCOUNTABILITY FOR FOLLOW-THROUGH SHOULD BE JOINTLY ASSUMED BY TEAM MEMBERS.

IEP TEAM EFFORTS

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5. REPORTS AND THE IEP SHOULD BE CLEARLY WRITTEN IN A FORM THAT IS EASILY UNDERSTOOD BY THE READER.

6. ACCOUNTABILITY FOR FOLLOW-THROUGH SHOULD BE JOINTLY ASSUMED BY TEAM MEMBERS.

GOTTS, E.A. THE INDIVIDUAL EDUCATION PROGRAM: POTENTIAL CHANGE AGENT FOR SPECIAL EDUCATION, CONFERENCE SUMMARY: PUBLIC LAW 94-142. WASHINGTON, D.C.: LITTLE JOHN ASSOCIATES FOR MEDIA SERVICES, DIVISION OF STATE AIDS, BUREAU OF EDUCATION FOR THE HANDICAPPED, 1976.

EDUCATIONAL PROGRAM PLACEMENTS

THE EDUCATIONAL PROGRAM PLACEMENT MAY INCLUDE:

(A) PROGRAMS OPERATED BY THE DISTRICT;

(B) PROGRAMS OPERATED COOPERATIVELY WITH OTHER DISTRICTS;

(C) PROGRAMS OPERATED BY OTHER DISTRICTS, APPROVED REGIONAL EDUCATION PROGRAM SERVICES, AND REGIONAL DAY SCHOOL FOR THE DEAF PROGRAMS;

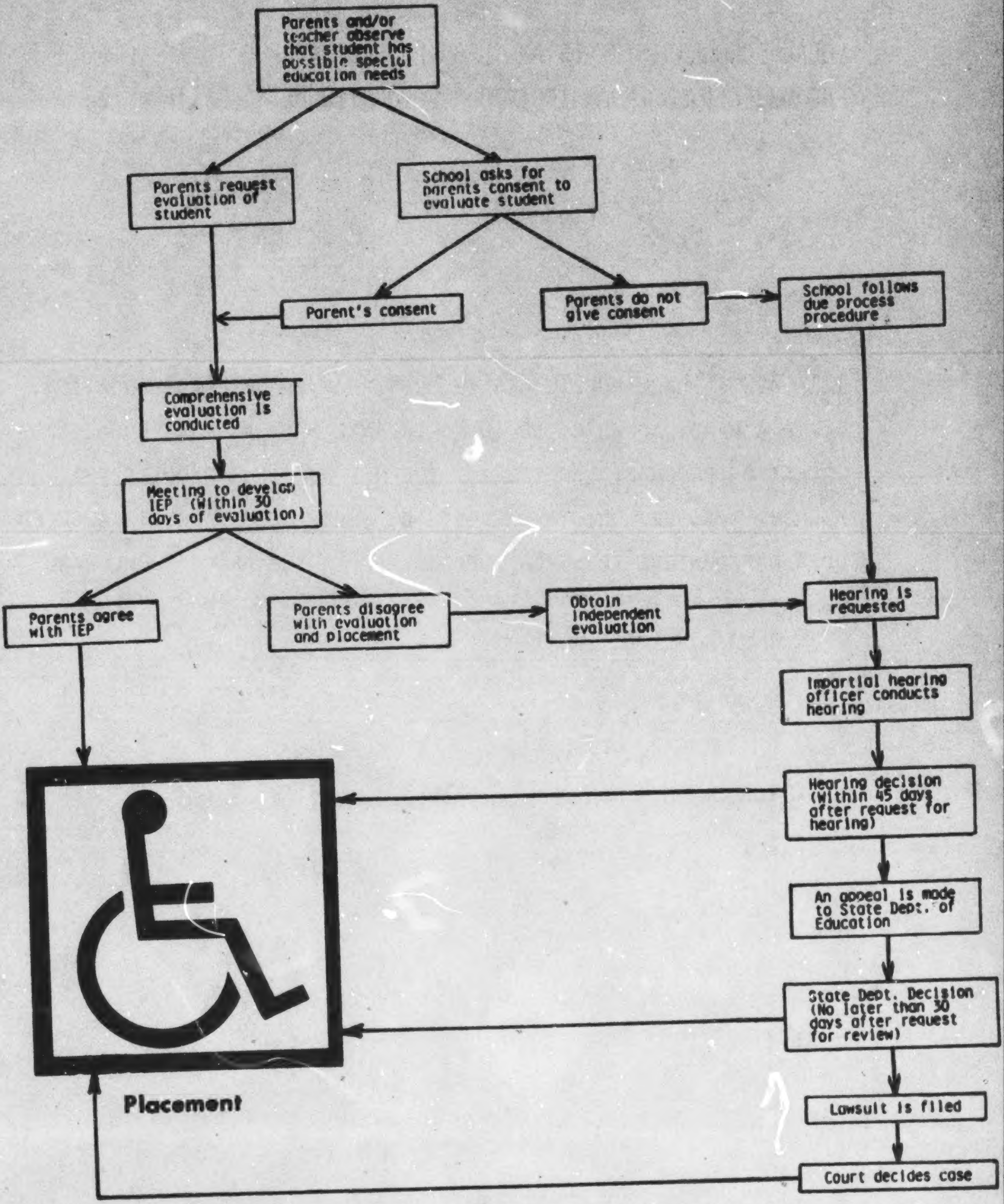
(D) CONTRACTS WITH APPROVED NON-PUBLIC SCHOOLS, WHERE THE STUDENT RESIDES WITH PARENT ON A DAY-BY-DAY BASIS;

(E) APPROVED EDUCATIONAL PROGRAMS OPERATED BY OR UNDER THE SUPERVISION OF OTHER UNITS OF STATE GOVERNMENT;

(F) CONTRACTS WITH APPROVED PRIVATE RESIDENTIAL SCHOOLS IN THE STATE; AND

(G) CONTRACTS WITH APPROVED PRIVATE RESIDENTIAL SCHOOLS OUT OF THE STATE.

EVALUATION, PLACEMENT AND DUE PROCESS
PROCEDURES


Parents and/or teacher observe that student has possible special education needs
Parents request evaluation of student
School asks for parents consent to evaluate student
Parent's consent
Parents do not give consent
School follows due process procedure
Comprehensive evaluation is conducted
Meeting to develop IEP (Within 30 days of evaluation)
Parents agree with IEP
Parents disagree with evaluation and placement
Obtain independent evaluation
Hearing is requested
Impartial hearing officer conducts hearing
Hearing decision (Within 45 days after request for hearing)
An appeal is made to State Dept. of Education
State Dept. Decision (No later than 30 days after request for review)
Lawsuit is filed
Court decides case
Placement

Developed by Kenne L. Turner, Texas A&M University, 1979

LOCAL SCHOOL DISTRICTS ARE LEGALLY ACCOUNTABLE TO THE GOALS AND OBJECTIVES IN AN INDIVIDUAL EDUCATIONAL PLAN (IEP).

121A.349 -- EACH PUBLIC AGENCY MUST PROVIDE SPECIAL EDUCATION ...TO A HANDICAPPED CHILD IN ACCORDANCE WITH AN INDIVIDUALIZED EDUCATION PROGRAM. HOWEVER,...THE ACT DOES NOT REQUIRE THAT ANY AGENCY, TEACHER, OR OTHER PERSON BE HELD ACCOUNTABLE IF A CHILD DOES NOT ACHIEVE THE GROWTH PROJECTED IN THE ANNUAL GOALS AND OBJECTIVES.

THE HANDICAPPED CHILD CAN BE PLACED EVEN IF THE PARENT REFUSES CONSENT.

121A.504 -- (1) WHERE STATE LAW REQUIRES PARENTAL CONSENT... STATE PROCEDURES GOVERN THE PUBLIC AGENCY IN OVERRIDING A PARENTS' REFUSAL TO CONSENT.

(2) WHERE THERE IS NO STATE LAW REQUIRING CONSENT... THE PUBLIC AGENCY MAY USE THE HEARING PROCEDURES TO DETERMINE IF THE CHILD (MAY RECEIVE) RELATED SERVICES WITHOUT PARENTAL CONSENT.

A "FREE AND APPROPRIATE" EDUCATION MEANS ALL HANDICAPPED STUDENTS WILL ATTEND A PUBLIC SCHOOL.

121A.301 -- IF PLACEMENT IN A PUBLIC OR PRIVATE RESIDENTIAL PROGRAM IS NECESSARY TO PROVIDE ... SERVICES TO A HANDICAPPED CHILD, THE PROGRAM, INCLUDING NON-MEDICAL CARE AND ROOM AND BOARD, MUST BE AT NO COST TO THE PARENTS OF THE CHILD.

THE STATE EDUCATIONAL AGENCY MUST INCLUDE SPECIAL NEEDS INSERVICE TRAINING IN THE ANNUAL PROGRAM PLAN.

121A.382 -- EACH ANNUAL PROGRAM PLAN MUST PROVIDE THAT THE STATE EDUCATIONAL AGENCY INSURES THAT ONGOING INSERVICE TRAINING PROGRAMS ARE AVAILABLE TO ALL PERSONNEL WHO ARE ENGAGED IN THE EDUCATION OF HANDICAPPED CHILDREN...

IF NECESSARY, VOCATIONAL EDUCATION PROGRAMS MUST BE SPECIALLY DESIGNED TO ENABLE A HANDICAPPED STUDENT TO BENEFIT FULLY FROM THOSE PROGRAMS.

121A.305 -- EACH PUBLIC AGENCY SHALL TAKE STEPS TO INSURE THAT ITS HANDICAPPED CHILDREN HAVE AVAILABLE TO THEM THE VARIETY OF EDUCATIONAL PROGRAMS AND SERVICES AVAILABLE TO NON-HANDICAPPED CHILDREN IN THE AREA SERVED BY THE AGENCY, INCLUDING ART, MUSIC, INDUSTRIAL ARTS, CONSUMER AND HOMEMAKING EDUCATION, AND VOCATIONAL EDUCATION.

Resources

Tico Foley

Other materials on legal requirements . . . Where to get more information about laws

WHAT OTHER RESOURCES ARE AVAILABLE FOR LAWS CONCERNING VOCATIONAL PROGRAMMING FOR HANDICAPPED STUDENTS?

Some resources I have found are listed below:

Law Resources:

Ballard, Joseph; and Zettel, Jeffrey J. *Law Review: The Managerial Aspects of Public Law 94-142.* Exceptional Children. 1978 (Mar.), 44 (6), 457-462.

Ballard, Joseph; and Zettel, Jeffrey J. *Law Review: Public Law 94-142 and Section 504: What They Say about Rights and Protections.* Exceptional Children. 1977 (Nov.), 44 (3), 177-185.

Halloran, W.; Foley, T.; Razeghi, J.; and Hull, M. *Vocational Education for the Handicapped: Resource Guide to Federal Regulations.* Austin, Texas: Texas Educaction Agency, 1978.

RESOURCES

Office for Civil Rights, Department of Health, Education and Welfare. *Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from Federal Financial Assistance. (45 CFR 84).* Federal Register, May 4, 1977, Vol. 42, No. 86, pp. 22676-22702.

Office for Civil Rights, Department of Health, Education and Welfare. *Vocational Education Programs: Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap.* Federal Register, March 21, 1979, Vol. 44, No. 56, pp. 17162-17175.

Bureau of Education for the Handicapped, Department of Health, Education and Welfare. *Education of Handicapped Children: Implementation of Part B of the Education of the Handicapped Act. (45 CFR 121a).* Federal Register, August 23, 1977, Vol. 42, No. 163, pp. 42474-42518.

Bureau of Education for the Handicapped, Department of Health, Education and Welfare. *Procedures for Evaluating Specific Learning Disabilities.* Federal Register, December 29, 1977, Vol. 42, No. 250, pp. 65082-65085.

Bureau of Occupational and Adult Education, Department of Health, Education and Welfare. *Vocational Education: State Administered Programs and Commissioner's Discretionary Programs (45 CFR 104, 105).* Federal Register, October 3, 1977, Vol. 42, No. 191, pp. 53822-53891.

Employment and Training Administration, Department of Labor. *Youth Programs Operated by Prime Sponsors Under the Comprehensive Employment and Training Act (20 CFR 680).* Federal Register, March 6, 1979, Vol. 44, No. 45, pp. 12394-12397.

Employment and Training Administration, Department of Labor, *Comprehensive Employment and Training Act Regulations (20 CFR Parts 675, 676, 677, 678, 679).* Federal Register, April 3, 1979, Vol. 44, No. 65, pp. 19990-20053.

Office of Education, Department of Health, Education and Welfare. *Vocational Education of Handicapped Persons: Position Statement.* Federal Register, September 25, 1978, Vol. 43, No. 186, pp. 43388-43389.

President's Committee on Employment of the Handicapped. *A Handbook on the Legal Rights of Handicapped People.* U. S. Government Printing Office, Washington, D. C., 1977.

RESOURCES

National School Public Relations Association. *Educating All the Handicapped: What the Laws Say and What the Schools are Doing*. Arlington, Virginia. 1977.

For suggestions on implementing the laws many articles have been written. A series in *Industrial Education* is particularly noteworthy.

Series Introduction. L. Allen Phelps and Len Albright. *Industrial Education*. 1977 (Oct.), p. 26.

Article 1: A New Challenge. Len Albright and L. Allen Phelps. *Industrial Education*. 1977 (Oct.), pp. 27-31.

Article 2: Individualizing Instruction. William D. Wargo. *Industrial Education*. 1977 (Nov.), pp. 20, 24.

Article 3: Instructional Materials. Marc E. Hull and William Eddy. *Industrial Education*. 1977 (Nov.), pp. 21-22.

Article 4: Individualized Education Programs. Marc E. Hull, Linda H. Parrish, and Owen J. Hill. *Industrial Education*. 1977 (Dec.), pp. 26, 28-30.

Article 5: Teaching Safety to the Special Needs Learner. Ronald J. Lutz and Virginia Pearson. *Industrial Education*. 1978 (Feb.), pp. 20, 22-24, 26.

Article 6: Cooperative Work-Education. John G. Bowers. *Industrial Education*. 1978 (Mar.), pp. 16, 18, 20-23.

Article 7: Motivating and Managing Behavior. Wayne Booton. *Industrial Education*. 1978 (Apr.), pp. 24-25.

Article 8: How to Operate an Inservice Activity. Charles Greenwood and Raymond Morley. *Industrial Education*. 1978 (Apr.), pp. 26, 28-29.

Article 9: Measurement and Evaluation. Tim L. Wentling. *Industrial Education*. 1978 (June), pp. 29-30, 32.

WHERE CAN I GET MORE INFORMATION ON LEGAL REQUIREMENTS?

The details of these laws and regulations have been interpreted in many articles and books in the last few years. A valuable reference which also contains the actual text of the regulations is the book, Vocational Education for the Handicapped: Resource Guide to Federal Regulations, which is available from the Texas Education Agency for $3.00 at the address listed in the Resource section of this chapter. Suggestions for implementing the requirements of these regulations may be found throughout the handbook you are now reading.

Additional information regarding these laws and their regulations may also be obtained through your state education agency or directly from the federal agency responsible for monitoring compliance with the regulations. The Bureau of Occupational and Adult Education is responsible for the Vocational Education Act, the Bureau of Education for the Handicapped oversees the Education of the Handicapped Act, and the Office for Civil Rights is responsible for the regulations implementing Section 504 of the Rehabilitation Act of 1973 for programs receiving federal funds from the Department of Health, Education, and Welfare. The Office of Civil Rights is also responsible for providing guidelines to the other federal departments as they issue their own regulations implementing Section 504 for funds granted from their departmental allocations.

Occasionally, these bureaus and offices of the federal government will issue additional guidelines or memoranda and materials that may assist schools and other recipients of federal grants in meeting their responsibilities under the law. On March 21, 1979, the Office for Civil Rights issued guidelines to help vocational education programs eliminate discrimination and denial of services on the basis of handicap, as well as on the basis of race, color, national origin, and sex.

As a vocational administrator you should keep aware of these developments in the law through your state educational agency or by noticing them when they are mentioned in your professional journals. Then if you want a copy of the law itself you can write or phone the agency responsible or your congressman and get the text along with supporting documents.

One of the three branches of federal government that is just starting to address issues raised by these laws is the federal court system. I am not going to try to address the pending court cases, but you might keep yourself informed as the decisions come out. Remember the legislators draft laws in response to pressures from the people, from the courts and the executive branch. You can stay ahead of the game if you listen to the same voices.

2

Funding and Services

Tico Foley

Funding patterns, funding sources . . . . Special expenses. . . . Your best chances for funding. . . . Local sources

Do you remember the good old days when the questions about money for schools never were raised? Those were the days when every student who attended school had the same opportunity to learn academics, life skills, and vocational skills. In those days, when it was time to build a school the community got out and raised the structure in a day. Of course the teacher's salary was minimal, but it was supplemented by room and board in the home of one of the school patrons. Equipment, curriculum and services were unlimited, but also only available in accordance with the resourcefulness of the teacher in that one room school house.

In many ways things haven't changed. Schools are still built (or not built) when the community gets out and raises the school bond or the school taxes. The teacher's salary is still minimal, and the quality of the instructional program still depends primarily on the teacher. But for all the similarities, one thing has certainly changed--school has become big business. The buildings are larger and cost more to build and maintain. Inflation has caused teachers' salaries to appear to double every five years. More students are attending school, and staying longer to receive more diversified and more specialized preparation for the job market or for additional training. Handicapped students are attending schools rather than staying at home or dropping out of school to be served by other agencies.

The mechanisms for obtaining money and thus providing services have become very cumbersome. Administrators and teachers are asking questions about funding and services (services, of course, are frequently tied to the availability of funds).

WHERE DOES THE FUNDING FOR THE HANDICAPPED COME FROM?

There are two basic sources of money for schools: public tax moneys and private contributions. In the public arena funds are available from the federal, state and local governments. Private sources include individual and group donations as well as contributions from the business community. Occasionally, for one reason or another, there is some reluctance on the part of a school to accept money from outside sources. In spite of the strings attached to policy decisions and fiscal independence, many schools have found that they can provide a more comprehensive vocational program for all their students if they cooperate with sources in business and industry.

HOW CAN I GET MONEY FROM THE FEDERAL GOVERNMENT?

The federal government doesn't give one penny to the local schools!

That sounds like the headline from the Midnite Scrutinizer. While it's true, it is also very misleading. Local schools do get federal money, but not directly. The local school districts must apply to their state education agency for money for programs and services. The state education agency in turn applies for the federal money. In other words, the federal dollar flows through the state coffers where it is often matched with state and local dollars before reaching the local schools. Both federal and state officials are then involved in audit and compliance procedures.

At the same time, with the approval of your state vocational education department, you can get federally funded services or programs that don't flow through your state education agency. Almost any agency or institution receiving federal money through a grant or a contract could include objectives or activities that would support the programs and services offered at a local school. Although a local school district is not eligible to apply directly for many federal grants or contracts, the university often is. So are other public and private organizations, agencies and even individuals.

Are you getting frustrated because handicapped students are being placed in your classes without being properly evaluated in terms of their vocational abilities and interests? Then talk to the university people in terms of validating tests and diagnostic procedures for your local handicapped students. Other examples of research that could lead to a federal grant or contract would include developing safety procedures and guidelines for handicapped students in regular classes, modifying and altering curriculum materials and teaching techniques for use with handicapped students, recruiting and training peer and parent volunteers to work with handicapped students both in and out of the school setting to improve their skill and awareness of the world of work.

IF ALL THE FEDERAL MONEY GOES THROUGH THE STATE EDUCATION AGENCY, THEN HOW DO I GET SOME FOR THE PROGRAM AT MY SCHOOL?

All local education agencies are eligible to apply for funds from the federal vocational and special education appropriations. Of course there are other eligibility requirements, assurances and priorities, and the funding formula will vary. In order to receive any of these moneys it is important for you to know that you must apply for them from the local education agency to the state education agency. If you don't apply, then you won't get the money, but you still may be required to provide some of the services and protections for handicapped students. The local education agency will be required to submit a five-year plan and an annual program plan.

WHERE DO I GET INFORMATION ABOUT GETTING SOME OF THE FUNDS FROM THE STATE EDUCATION AGENCY?

Usually information about requesting this money is sent out in the fall or early spring preceding the year for which you will be applying. But if you have missed the state announcement, then immediately phone your state education agency staff and ask for the materials. The state education agency staff can provide information and technical assistance regarding the long-range and annual plans as well as the funding applications. While you are at it, check your bookshelf to see if you have the latest revision of your state's Plan for Vocational Education, Guide for Planning Vocational Programs in Local Education Agencies, Certified List of Courses for Occupational Education and Technology or Vocational Education, Program Standards for Public Schools for each of the program areas available in your state. In addition you should ask for the comparable publications in special education. Ask for any related policies, procedures, guidelines or regulations from both departments.

WHAT KINDS OF PROGRAMS AND SERVICES CAN BE FUNDED THROUGH THE STATE EDUCATION AGENCY?

This, of course, will vary with each state, and local funds may be necessary to supplement the state and flow-through federal dollars, depending on the particular funding program you are operating under. A list of programs and services is provided in the federal law appropriating funds. The Vocational Education

Amendments, for example, list some programs which must be available in every state. More discretion is now given to the states, however, in determining what programs will best meet the needs of their students and employers.

The Basic Grant under the Educational Amendments of 1976 includes funds available for apprenticeship programs, work-study programs, cooperative vocational educational programs, energy education, construction of area vocational school facilities, provision of stipends, placement of students completing vocational programs, industrial arts, support services for women, day care services for children of students, vocational programs for displaced homemakers and other special groups, and construction and operation of residential vocational schools. The Basic Grant also provides support for vocational education programs and instruction including acquiring, maintaining, and repairing instructional supplies, teaching aids, and equipment.

Other parts of the Vocational Appropriations may be used for research and developing programs, experimental and pilot programs, improving and creating new curriculum materials, developing new careers and occupations, vocational guidance and counseling, vocational education personnel training, overcoming sex bias and sex stereotyping, special programs for the disadvantaged, consumer and homemaking education, and disseminating the results of these activities and projects.

As mentioned above, the 1976 Educational Amendments have given the states greater latitude in deciding what programs and services will best meet the needs in that particular state. States, of course, are also given the option of using their own money and local school money to support efforts that are not described by the federal appropriations law. You should remember that even under the federal appropriations there is room for new ideas under the sections dealing with research and developing programs as well as under experimental and pilot programs. So if you have a good idea that you would like to implement in your local school, you may find that federal funds are available in addition to your local dollars. You may, for example, want to provide training for your vocational teachers so that they will have the teaching techniques appropriate for the more severely and profoundly involved handicapped students who may be entering the local schools. Or you may want to increase the emphasis on teaching social skills in the classroom, in the shop, and on the work experience site so that your students will have greater opportunity to do well at their job placement interviews and then to have the social problem solving skills that will allow them to stay on the job in spite of rowdy co-workers or mean bosses.

Usually the local school will be required to submit an annual application for each vocational classroom unit as a part of the school district's annual application for vocational programs. The state and local school taxes will fund all aspects of the program. This will include salaries for teachers, aides, and support staff, travel, instructional equipment, instructional inprovement, operating costs for the classroom, shop, laboratory, on-the-job supervised work experience, training in cooperative programs, equipment, teaching supplies, instructional materials, and a technical library.

WHAT SPECIAL EXPENSES SHOULD I EXPECT FOR HANDICAPPED STUDENTS?

The costs for accommodating handicapped students must be included in these applications. There are two kinds of costs that must be considered when calculating the excess costs of teaching handicapped students in a regular vocational class. The first, and more apparent cost, is the one-time structural changes that make a building accessible, such as modifying work benches and altering tools. The other excess cost is the continuing operating cost. As more and more services are requested or written into individualized education plans, as technology produces more expensive but more effective accommodations to help overcome the handicaps of your students, and as inflation takes its inevitable toll from the purchasing power of your school's dollars, then the continuing operating costs to meet the excess costs of appropriately educating handicapped students for your school district will increase. Mostly schools are using these operating costs for transporting students to a program or work experience site that will meet their needs, and for contracting services from proprietary or private vocational or special education institutions. These expenses depend on the individual needs of the students and cannot be exactly predicted for your school district.

It would be nice to say that we don't really have to concern ourselves with this dollar amount because the federal government will be paying for it out of those appropriations laws we've heard so much about, but the catch is that the amount you will be getting from federal funds will be less than 15% of the excess costs for educating the handicapped students in your school from the special education funds, and a similar proportion from the set aside money in the vocational education amendments. Your state education agency will help but in many states much of the burden will fall on the local funding sources.

HOW CAN I WRITE MY APPLICATION FOR STATE AND FLOW THROUGH FEDERAL FUNDS SO THAT I WILL HAVE THE GREATEST CHANCES OF GETTING THE DOLLARS I NEED?

Your state education agency probably issues guidelines on how to submit your application and on how it will be evaluated when you do submit it. One of the responsibilities of the state agency is to provide you with technical assistance so that you can identify and prevent unlawful discrimination. This help should be available to you in making your annual application if you request it. In assigning a priority to your school district, the state education agency will probably have two major yardsticks: the student needs and the manpower needs for your community. The better you can demonstrate and document that these needs exist, the greater chance your application will have of receiving a favorable review. Your vocational advisory committee should be able to give you support in this area.

With handicapped students it should be fairly straightforward to document their needs if you have a good evaluation and assessment process prior to developing their individualized education plans. The individualized education plan will then state exactly what instruction and services are expected to appropriately meet the educational and vocational needs of each student. The costs of these personnel, materials, and services could then be estimated and included in your annual application to the state.

Another factor regarding student needs for handicapped students that may be overlooked is their economic need. Many handicapped students, if they are not already from families that are economically disadvantaged, will probably face underemployment or unemployment and will thus be a burden on our tax roles. Instead they would be appropriately trained so that they will be qualified for employment at their full potential.

In addition to the individual economic needs of the handicapped students, the general economic health of the community will probably be taken into account, so it might be a good idea to include figures on general unemployment, average per capita of family income, and other indicators of economic disadvantages if these will help your application.

The other side of the economic coin is manpower needs. Vocational education is only successful if it prepares students for employment. If you can document that there are jobs available and waiting for the students whom you will train, then you have a better chance of getting the support necessary to train them. But you don't have to stay with jobs that are currently available. Contact the employers and the Chamber of Commerce. What are the Department of Labor forecasts for the future manpower needs in your community? Use these figures to build your case. Your teachers and placement counselors have been developing jobs for your students. What has been their success rate? Plug that figure into your manpower needs discussion and apply it specifically to the handicapped population that you will be working with.

Other factors that will probably be considered in evaluating your application will be the community interest as expressed by the involvement of local business people and the activities of your vocational advisory committee. Here is an opportunity for you to see the payoff for the long extra hours you have put into developing these relationships. What kind of commitment is being expressed by your local education agency? Can you demonstrate that the community is being taxed to the maximum extent permissable by law? Can you give examples of cooperation with special education and academic education so as not to be duplicating services? Can you give an indication of the extra hours and overcrowded classrooms--the commitment expressed by your teachers? What about the local professional teachers associations? How are they responding to the handicapped students and meeting their needs? If you are applying for additional units so that you can reduce the teacher/student ratio and thus achieve more appropriate education for the handicapped students as well as the non-handicapped, what is the availability of your physical facilities? Will this be paid for from state or local funds? Is there an old elementary school or a city owned railroad depot that could be renovated as a vocational facility? Pull out every plug and your application will move up on the priority scale for the state examiners.

WHAT SOURCES OF FUNDS ARE AVAILABLE OUTSIDE THE EDUCATIONAL FUNDING NETWORK?

There are three agencies which could help our handicapped students when our schools are not able to. These agencies are (1) the Mental Health/Mental Retardation Centers with community centers in most towns, (2) the Rehabilitation Services Counselors who work out of district offices to cover your state, and (3) the State Department of Welfare or Human Resources with representatives in most local government offices. In addition, any unit of local government of more than a 100,000 population is eligible to apply for Comprehensive Employment and Training Act funds from the U.S. Department of Labor. Smaller local governments are covered by the balance of state prime sponsors usually operating out of the state governor's office.

While the charge to these agencies is primarily to serve adult and out-of-school individuals, there are occasions when they can provide direct services to your students or to their families. Certainly contact should be made with them so that the efforts started in the schools will be continued after your students graduate.

WHAT FUNDING AND SERVICES CAN A VOCATIONAL TEACHER GET FROM MENTAL HEALTH/MENTAL RETARDATION CENTERS?

Schools will get no funding and no direct services from MH/MR Centers, but the services that MH/MR Centers can provide to students and their families will make it well worthwhile to build links between the school and the local MH/MR Center personnel. Each MH/MR Center is set up to provide different services according to the needs of the community in which it operates, but the basic purpose of MH/MR is to prevent and treat mental retardation and severe emotional disturbances.

A typical MH/MR Community Center may be involved in a family resource program. If some of your vocational students are young parents with children who may possibly have developmental delays, then they may be interested in learning how to work with their children through infant stimulation. This may be particularly important for deaf or blind students whose children have inherited this disability. Some MH/MR Community Centers may be involved in programs for the prevention of alcohol and drug abuse. They will be able to offer counselors, classes, and guest speakers to help your students find out about the effects of chemical abuse on their work performance and employability.

When an individual is referred to an MH/MR Community Center, the individual is screened for a least restrictive treatment alternative. Most individuals are referred by medical personnel, by the court system as a condition of probation, or upon their release from a state hospital or state school. However, your vocational teacher or counselor may be the first one to take a professional interest in helping a student who is chronically depressed. You can get more information from the psychiatrist or psychologist who works with your MH/MR Community Center, but some readily recognizable symptoms of chronic depression are a student who can't sleep, who can't eat, or who is talking about suicide. Most public school personnel are not usually prepared to handle severe emotional disabilities. The wisest move is to be able to recognize when a problem is beyond your competencies and to know a capable individual or agency that is prepared for such cases.

MH/MR Centers are also involved in operating vocational training centers for mentally retarded individuals. Usually these vocational training centers are available only for out-of-school individuals, but here again you should build communication linkages. Not only might you be able to share some techniques for working with severely handicapped students, but also you may be able to help coordinate the transition of these students from your school to an independent life in the community.

WHAT FUNDING AND SERVICES CAN I GET FOR MY HANDICAPPED STUDENTS IN VOCATIONAL PROGRAMS IN MY SCHOOL DISTRICT FROM THE STATE REHABILITATION SERVICES COMMISSION?

The State Rehabilitation Services Commission is often able to provide help for vocational programs and special education facilities to meet the vocational needs of handicapped students. In addition, the Rehabilitation Agency has many services available individually to meet the needs of eligible handicapped students. However, the schools must exhaust other sources of services and funds before the Rehabilitation Agency is allowed to help.

In the past, the State Rehabilitation Services Agencies were able to provide funds for facility renovation, staff training, equipment acquisition, and program development. The current availability of such grant moneys is not always predictable because they are often obtained from returned money at the end of a fiscal year. Any school district that is interested in such developmental grant program funding should contact the local rehabilitation counselor, district or regional office and be prepared to submit a letter of intent at an appropriate time and a full proposal to follow at a moment's notice when funds do become available. Check with your own state's rehabilitation program before you get your hopes up, because these programs have deen discontinued or drastically reduced in many states.

Recent federal legislation has made it clear that the school is primarily responsible for the educational expenses of all children. In the past some of the vocational training expenses had been picked up by the Rehabilitation Services Administration. Now, however, the school must substantiate that a student has received all possible educational benefits, before the Rehabilitation Services Agency may be able to help.

Each state has a Rehabilitation Services Commission or Agency which provides handicapped individuals with services that will enable them to enter or return to gainful employment. An individual is eligible for the rehabilitation services if the handicap is related to that person's employability and if the rehabilitative services can be expected to benefit the individual in terms of employability. The rehabilitative services are now available to help almost every person with a vocational handicap. An Individualized Work Rehabilitation Plan is developed to provide services planned to fit the individual's needs. These services may include:

(1) Evaluation -- medical, psychological and vocational
(2) Counseling and guidance -- personal, vocational, and preventative
(3) Interpretor and attendant services
(4) Medical treatment -- therapy, surgery, and hospitalization
(5) Assistive devices -- artificial limbs, braces, wheelchairs, hearing aids
(6) Training for the right job in an appropriate setting
(7) Room, board and transportation during rehabilitation
(8) Tools, supplies and licenses to help in employment
(9) Placement in a position suited for the individual's ability
(10) Follow-up after placement to insure job success

Some of the services are based on economic need. All services are designed with one aim--to help the handicapped to get and hold a good job. If you have a student who might be eligible for these services, or who might need additional employment training or rehabilitative services after graduation, you should discuss this student and the eligibility requirements with a rehabilitation counselor.

WHAT DOES THE DEPARTMENT OF HUMAN RESOURCES OR WELFARE SERVICES HAVE TO DO WITH MY VOCATIONAL STUDENTS?

Some handicapped students come from families which are at an economic disadvantage, often because of the handicapping condition. The major criterion for eligibility for welfare services and assistance is the financial status of the individual or family. An exception to this is youngsters who have been under possible abuse. You, as a vocational educator, know that employability is one sure way to get an individual off the welfare roles. So you have a common goal with the human resources or welfare people.

Financial assistance is the most visible aspect of the human resources or welfare program. Financial assistance programs include child welfare, child support, aid to families with dependent children and food stamps. Social services include family services and family planning information, adoption units, medical and dental services, day care licensing, and protective services for possible child abuse.

The State Department of Human Resources or Welfare Department is also closely aligned with agencies serving the vocational needs of handicapped individuals. In a smaller community often an office or phone number is shared with vocational rehabilitation counselors, or with the CETA Manpower representatives, or with the Work Incentive (WIN) employment offices. Close cooperation with these agencies and with your school is a goal of the Department of Human Resources. Direct services are often available through the Department of Human Resources for disabled individuals in addition to the collaborative efforts with these other agencies.

WHAT IS CETA, AND HOW CAN IT HELP MY HANDICAPPED STUDENTS?

The Comprehensive Employment and Training Act (CETA) was designed to provide training and employment opportunities for economically disadvantaged, unemployed, or underemployed individuals. Under the new final regulations for the CETA legislation (20 CFR 675.4) a handicapped individual is defined as economically disadvantaged where such status presents significant barriers to employment. A handicapped individual who is 16 years of age or older may qualify as a "family of one" to be considered for eligibility under CETA programs. The provisions of this new definition open up many programs for in-school and out-of-school handicapped youngsters.

You may be familiar with the CETA program under its older name, Manpower Services Council, or just Manpower. The Vocational Education Act required that vocational education programs must be coordinated with CETA manpower training programs. You should be able to find a description of this coordination in your State Vocational Plan. Your vocational program receives some CETA support through your State Vocational Education Agency. Some of the vocational training programs you are currently offering may be jointly sponsored with CETA.

Any unit of local government of more than 100,000 population is elegible to apply for CETA funds from the U.S. Department of

Labor. Smaller local governments are covered by balance of state prime sponsors, usually operating out of the state governor's office. In coordination with local school vocational education activities the CETA prime sponsor can offer programs for employment and training activities including classroom training, on-the-job training, public service employment, work experience, and other direct services and activities for your special needs students. CETA regulations authorize the payment of wages and allowances to participants of these employment and training activities.

Each prime sponsor determines what programs it will offer in response to local needs. The CETA programs for which in-school youth older than age 16 are eligible include most of the activities already mentioned. The student can qualify on his or her own merits or based on the economic status of his or her family. Some programs are designed specifically for economically disadvantaged youths between the ages of 16 and 21. These programs include the Youth Employment and Training Programs (YETP), the Youth Community Conservation Improvement Projects (YCCIP), and the Summer Youth Employment Programs (SYEP).

Most CETA programs require the prime sponsor to develop with each participant an Employability Development Plan (EDP). This plan must include assessment data, employment barriers the participant faces, specific employment and training needs of the participant, specific services and activities to be developed to meet those needs, and an individualized plan for the transition of the participant from the CETA program to placement in unsubsidized employment. When a participant already has a similar plan developed, such as the Individualized Education Plan (IEP) that is required for all handicapped students in the public schools, then the CETA prime sponsor must coordinate the EDP with such programs.

All in all, the CETA program provides an excellent opportunity to support a student with occupational training to supplement the programs offered at the vocational school or classroom. At the same time the CETA program can provide the financial motivation that is often necessary to help a student complete an education that will provide skills for entry into the job market with an opportunity for advancement.

Resources

Tico Foley

Further resources about funding . . . Helpful guides and handbooks on writing proposals

WHAT OTHER RESOURCES ARE AVAILABLE FOR FUNDING?

Some resources I have found are listed below. Of course you should also check with the Research Coordinating Unit of your State Vocational Agency and the district directors of the various funding agencies for current information.

Funding Resources:

Ballard, Joseph; and Zettel, Jeffrey J. *Law Review: Fiscal Arrangement of Public Law 94-142. Exceptional Children.* 1978 (Feb.), 44 (5), 333-337.

Bernstein, Charles D.; Hartman, William T.; Kirst, Michael W.; and Marshall, Rudolph S. *Financing Educational Services for the Handicapped.* The Council for Exceptional Children: Reston, Virginia, 1976, Stock No. 119, $4.95.

Eckstein, Burton J., Editor. *Handicapped Funding Directory (1978-79 Edition). A Guide to Sources of Funding in the United States for Handicapped Programs and Services.* Research Grant Guides, Oceanside, New York, 1978.

Office for Civil Rights, Department of Health, Education and Welfare. *Nondiscrimination on the basis of handicap in programs and activities receiving or benefitting from Federal Financial Assistance. (45 CFR 84)* Federal Register, May 4, 1977, Vol. 42, No. 86, pp. 22676-22702.

Office for Civil Rights, Department of Health, Education and Welfare. *Vocational Education Programs: Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap.* Federal Register, March 21, 1979, Vol. 44, No. 56, pp. 17162-17175.

Bureau of Education for the Handicapped, Department of Health, Education and Welfare. *Education of Handicapped Children: Implementation of Part B of the Education of the Handicapped Act. (45 CFR 121a).* Federal Register, August 23, 1977, Vol. 42, No. 163, pp. 42474-42518.

Bureau of Education for the Handicapped, Department of Health, Education and Welfare. *Procedures for Evaluating Specific Learning Disabilities.* Federal Register, December 29, 1977, Vol. 42, No. 250, pp. 65082-65085.

Bureau of Occupational and Adult Education, Department of Health, Education and Welfare. *Vocational Education: State Administered Programs and Commissioner's Discretionary Programs (45 CFR 104, 105).* Federal Register, October 3, 1977, Vol. 42, No. 101, pp. 53822-53891.

Employment and Training Administration, Department of Labor. *Youth Programs Operated by Prime Sponsors Under the Comprehensive Employment and Training Act (20 CFR 680).* Federal Register, March 6, 1979, Vol. 44, No. 45, pp. 12394-12397.

Employment and Training Administration, Department of Labor. *Comprehensive Employment and Training Act Regulations (20 CFR Parts 675, 676, 677, 678, 679).* Federal Register, April 3, 1979, Vol. 44, No. 65, pp. 19990-20053.

Office of Education, Department of Health, Education and Welfare. *Vocational Education of Handicapped Persons: Position Statement.* Federal Register, September 25, 1978, Vol. 43, No. 186, pp. 43388-43389.

Some resources that I have found useful in seeking sources of funds and then in successfully writing proposals to obtain those funds are the following:

Office for Handicapped Individuals, Office of the Assistant Secretary for Human Development. *Federal Assistance for Programs Serving the Handicapped.* (DHEW Pub. No. (OHD) 77-22001). Washington, D.C.: Department of Health, Education, and Welfare, 1977.

Childress, Carl. *A Short Guide for Generating Interesting and Effective Proposals.* College Station, Texas: Texas A&M Research Foundation, 1974.

Krathwohc, D.R. *How to Prepare a Research Proposal: Suggestions for those seeking funds for behavioral science research.* Syracuse, New York: Syracuse University Bookstore, 1966.

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3

Changing Attitudes

Marilyn Kok

Causes of negative attitudes . . . . Two cures - knowledge and experience. . . . Suggestions for teachers and students. . . . Films, materials, and inservice activities

A school district can have more than adequate funding, equipment, facilities, materials and even personnel, yet fail to provide vocational education for handicapped students if those personnel have a negative attitude. With a positive attitude, educators will see beyond the immediate problems to the possible good, and as a result, barriers will seem less insurmountable to handicapped students.

As an administrator, you have an important role in setting the atmosphere at your school. If you choose, it will be one in which positive attitudes flourish. The following pages will present causes and cures for negative attitudes, and suggest steps you can take when dealing with hesitant teachers. Remember, however, that negative attitudes have had a chance to grow; they will therefore require time to change.

WHAT CAUSES NEGATIVE ATTITUDES TOWARD THE HANDICAPPED?

Answers to this question vary as widely as the people giving those answers. I have chosen four reasons which I believe can represent most of the other reasons given.

1. *Never having met or talked to a handicapped person.*

This problem can be summed up in four words: fear of the unknown. Some things will always be frightening (the Screaming Eagle roller coaster, a flashing red light in the rear-view mirror); other things just take some getting used to. If someone is unwilling to work with a handicapped student, chances are good that person has had only superficial contact with handicapped people, either in a film or book, or across a city park or fast-food restaurant. Superficial encounters such as these leave the old negative attitudes intact.

2. *Having had a bad experience.*

A short glance across a fast-food restaurant might do nothing for improving an ambivalent attitude; a short glance at a handicapped person drooling, screaming at his mother, or spilling food might do a lot toward hurting that attitude. One bad experience--no matter how insignificant--leaves a lasting after-taste.

3. *Not knowing what to expect.*

Unfortunately, even if inexperienced people will admit they do not know what to expect when working with the handicapped, they quickly begin to imagine what could happen. Often, teachers with positive attitudes toward the handicapped student will nevertheless have a negative attitude toward working with the student simply because of the consequences. These fears might be any of the following:

- I will embarrass the student unintentionally, either by referring to his or her handicap, or by showing my own ignorance about it.
- The student will have an accident, and the accident will be my fault because I didn't take enough precautions, or because I didn't prepare the student.
- The student will need too much of my attention, and the other students will suffer.
- The student will be sick or even dying and I won't know what to do.
- The student will be on some strange medication.
- My other students will put the student down.

As you can see, not knowing what to expect is only the beginning. Attitudes become really negative when people start deciding what might happen, and conclude that most consequences would be bad.

4. *Not knowing enough about the student.*

If teachers are unwilling to work with handicapped students, it may be because teachers do not know enough about the student in question, or about that student's handicapping conditions. Misconceptions about the handicapped are common. Often just meeting the student is enough for teachers to realize that all "handicapped students" are not retarded, that some paraplegics have excellent coordination in their arms, that many speech impaired students can work very well with their hands--as well as their minds. It is relatively easy to be biased against a group.

IF THOSE ARE THE CAUSES, WHAT CAN I DO TO IMPROVE ATTITUDES?

For changing attitudes, you have two themes with infinite variations. You can either increase your teachers' knowledge of handicapping conditions, or you can increase the contact which your teachers have with handicapped people. Knowledge and experience, what a person knows and what a person feels, reaching their mind and their emotions, these are your two themes.

WHAT SUGGESTIONS CAN YOU OFFER FOR INCREASING MY TEACHERS' KNOWLEDGE?

First remember that an attitude is not an action but a reaction, based not on choices but on reflexes. When people show a bias, they are showing the fruits of a previously planted seed. It makes sense, then, to go for the seed if you want that bias to change. Attitudes based on a lack of knowledge have grown from two seeds: misconceptions about handicapping conditions, and preconceptions about the consequences of those conditions.

Misconceptions about handicapping conditions

To root out misconceptions about handicapping conditions, you could begin by inviting a consultant from special education. Rely on these people to choose from the vast amount of information on this topic--their overview will be a good beginning for teachers unfamiliar with special education jargon.

Be forewarned, however. An overview such as this could easily be too broad to be of practical benefit. Furthermore, special education's propensity toward labeling could pull teachers away from considering individual students. Finally, when discussing a handicapping condition, a consultant frequently dwells on the negative (with cerebral palsy, a person can't do this, can't do that, and so forth).

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If you choose to give your teachers a broad overview, you will probably want to balance it with some personal attention. So when you are thinking of placing a handicapped student, go to the teacher and discuss the handicap. Without the preceding overview the teacher could receive a limited view of handicapping conditions. With the overview, however, the teacher will take the generalities and make them specific. Upon meeting the student, the teacher will realize that, in spite of certain mobility impairments, the person with cerebral palsy has a charming sense of humor, courage that defies experience, and an unquenchable will to succeed. The handicap becomes real, part of someone the teacher can talk to, and only one aspect of a personality that includes strength as well as limitations.

Therefore, when trying to acquaint a teacher with handicapping conditions, provide an overview first. Then when a specific student is being considered for placement (for example, with cerebral palsy) reinforce the overview with information about the specific condition.

Preconceptions about consequences

To root out preconceptions concerning the handicapped, remember that we frequently jump to the worst conclusions. When introducing an increased program of mainstreaming, therefore, lay your groundwork carefully. Anticipate and answer problems before they have a chance to grow.

For example, many teachers are afraid that their other students will not get their fair share of attention. Expect this and begin my saying, "We want this to be appropriate for both the handicapped and the non-handicapped student. To be sure this happens, all placements will be informally reviewed after three weeks. Try it out for that long and we'll see how it goes."

Your careful consideration will assure them. Your balanced approach will help them balance theirs.

If your first approach to faulty preconceptions is to address and discuss them, a second could be to provide testimonials. Let your staff hear from someone who has been there, whether in person or on film. What could assure the hesitant teacher more than first knowing you have considered any possible problems, and second having the opportunity to talk to someone with experience?

HOW CAN TEACHERS HAVE POSITIVE EXPERIENCES WITH THE HANDICAPPED?

Answers to this question are unlimited. For starters, consider the following:

1. *Simulation exercises*

Schools across the nation have been using this technique to great advantage. In Rhode Island, elementary students listen to movies with the sound turned off, button their shirts with socks on their hands, and say nursery rhymes without moving their lips or tongues (Bookbinder, p. 32). In Brenham, Texas, a health occupations teacher had her students simulate handicaps for half a day. These activities led students beyond sympathy toward a new respect for persons with handicaps.

Simulation activities can also be used with teachers. Secondary teacher educators from Texas A&M University have tied teachers' arms down, taped eyes, covered mouths, and ears, then sent inservice personnel to lunch. Comments upon return have included: "The food just didn't taste as good as when I was blindfolded"; "I couldn't get anything from the salad bar in this wheelchair"; "Without my sight, I had to feel all my food"; "There were a lot more barriers than I had expected, but the whole experience was very valuable."

2. *Handicapped speakers*

One does not have to look far to find a competent, articulate handicapped person with a successful career. To alter any notions that handicapped people cannot contribute to society, cannot succeed, invite such a speaker. You could of course consider inservice; a more effective opportunity might be an assembly.

3. *Films, slide shows, and other media presentations*

Contact through media is once removed from reality; viewers can see and hear, but cannot touch or speak to handicapped people. Certain films are so vivid, however, that any possible ineffectiveness is overcome.

4. *Visit a program*

Teachers with doubts about handicapped students' safety have found visits to sheltered workshops enlightening; teachers who doubted that a physically disabled student could succeed in vocational office education have changed their mind. Just seeing for themselves and talking to teachers who are succeeding with mainstreamed students--these cause big changes.

Susan Bookbinder, "What Every Child Needs to Know," The Exceptional Parent, August 1977.

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Inservice Activities

Lindy Wright

Opinionnaire
What's your opinion?
Simulation
Handicapped speaker

CONCEPTS

Teachers must understand and value individual differences.

Many individuals have sterotyped images of special needs students.

Personnel must adapt to meet the needs of handicapped individuals.

A positive attitude must be developed before working with the handicapped.

PERFORMANCE OBJECTIVES

The teacher will be able to critically evaluate his/her attitude toward working with handicapped students by being able to recognize negative and positive attitudes.

Vocational administrators will be able to assess the attitudes, both negative and positive, of the staff.

Teachers will demonstrate a positive attitude toward the handicapped by willingly accepting them into their program.

OPINIONNAIRE

Materials Needed: Semantic Differential Forms
Pencils

Number of Participants: Minimum 15, Maximum 75

Approximate Time Needed: 20 minutes

Instructions:

1. Divide group into three smaller groups.
2. Give each person in each group a semantic differential form. One group will be given "Handicapped Student," one group "Average Student," one group "Ideal Student."
3. Instruct participants to mark on the form how they honestly feel about that student. (Groups are not to know they each have a different student.)
4. Each group is to decide on five words from their lists that best describe their student.
5. The presenter writes on the board the descriptive words from each group and labels the words by the type of students being described.
6. The presenter instigates a discussion and comparison of the likenesses and differences perceived between each of the three students.

IDEAL STUDENT

ATTRACTIVE	___ ___ ___ ___ ___ ___ ___	UNATTRACTIVE
GOOD	___ ___ ___ ___ ___ ___ ___	BAD
CLEAN	___ ___ ___ ___ ___ ___ ___	DIRTY
KIND	___ ___ ___ ___ ___ ___ ___	CRUEL
PLEASANT	___ ___ ___ ___ ___ ___ ___	UNPLEASANT
HONEST	___ ___ ___ ___ ___ ___ ___	DISHONEST
EXCITABLE	___ ___ ___ ___ ___ ___ ___	CALM
HEALTHY	___ ___ ___ ___ ___ ___ ___	UNHEALTHY
HAPPY	___ ___ ___ ___ ___ ___ ___	SAD
INTERESTING	___ ___ ___ ___ ___ ___ ___	BORING
STABLE	___ ___ ___ ___ ___ ___ ___	UNSTABLE
COOPERATIVE	___ ___ ___ ___ ___ ___ ___	UNCOOPERATIVE
MORAL	___ ___ ___ ___ ___ ___ ___	IMMORAL
DANGEROUS	___ ___ ___ ___ ___ ___ ___	SAFE
PASSIVE	___ ___ ___ ___ ___ ___ ___	ACTIVE
POLITE	___ ___ ___ ___ ___ ___ ___	RUDE
SELF-CONTROLLED	___ ___ ___ ___ ___ ___ ___	UNINHIBITED
INTELLIGENT	___ ___ ___ ___ ___ ___ ___	STUPID
WEAK	___ ___ ___ ___ ___ ___ ___	STRONG
HOSTILE	___ ___ ___ ___ ___ ___ ___	FRIENDLY
WITTY	___ ___ ___ ___ ___ ___ ___	HUMORLESS
SOCIABLE	___ ___ ___ ___ ___ ___ ___	UNSOCIABLE
RELIABLE	___ ___ ___ ___ ___ ___ ___	UNRELIABLE
SUCCESSFUL	___ ___ ___ ___ ___ ___ ___	UNSUCCESSFUL

HANDICAPPED STUDENT

ATTRACTIVE	___ ___ ___ ___ ___ ___ ___	UNATTRACTIVE
GOOD	___ ___ ___ ___ ___ ___ ___	BAD
CLEAN	___ ___ ___ ___ ___ ___ ___	DIRTY
KIND	___ ___ ___ ___ ___ ___ ___	CRUEL
PLEASANT	___ ___ ___ ___ ___ ___ ___	UNPLEASANT
HONEST	___ ___ ___ ___ ___ ___ ___	DISHONEST
EXCITABLE	___ ___ ___ ___ ___ ___ ___	CALM
HEALTHY	___ ___ ___ ___ ___ ___ ___	UNHEALTHY
HAPPY	___ ___ ___ ___ ___ ___ ___	SAD
INTERESTING	___ ___ ___ ___ ___ ___ ___	BORING
STABLE	___ ___ ___ ___ ___ ___ ___	UNSTABLE
COOPERATIVE	___ ___ ___ ___ ___ ___ ___	UNCOOPERATIVE
MORAL	___ ___ ___ ___ ___ ___ ___	IMMORAL
DANGEROUS	___ ___ ___ ___ ___ ___ ___	SAFE
PASSIVE	___ ___ ___ ___ ___ ___ ___	ACTIVE
POLITE	___ ___ ___ ___ ___ ___ ___	RUDE
SELF-CONTROLLED	___ ___ ___ ___ ___ ___ ___	UNINHIBITED
INTELLIGENT	___ ___ ___ ___ ___ ___ ___	STUPID
WEAK	___ ___ ___ ___ ___ ___ ___	STRONG
HOSTILE	___ ___ ___ ___ ___ ___ ___	FRIENDLY
WITTY	___ ___ ___ ___ ___ ___ ___	HUMORLESS
SOCIABLE	___ ___ ___ ___ ___ ___ ___	UNSOCIABLE
RELIABLE	___ ___ ___ ___ ___ ___ ___	UNRELIABLE
SUCCESSFUL	___ ___ ___ ___ ___ ___ ___	UNSUCCESSFUL

AVERAGE STUDENT

Attractive	_ _ _ _ _ _ _	Unattractive
Good	_ _ _ _ _ _ _	Bad
Clean	_ _ _ _ _ _ _	Dirty
Kind	_ _ _ _ _ _ _	Cruel
Pleasant	_ _ _ _ _ _ _	Unpleasant
Honest	_ _ _ _ _ _ _	Dishonest
Excitable	_ _ _ _ _ _ _	Calm
Healthy	_ _ _ _ _ _ _	Unhealthy
Happy	_ _ _ _ _ _ _	Sad
Interesting	_ _ _ _ _ _ _	Boring
Stable	_ _ _ _ _ _ _	Unstable
Cooperative	_ _ _ _ _ _ _	Uncooperative
Moral	_ _ _ _ _ _ _	Immoral
Dangerous	_ _ _ _ _ _ _	Safe
Passive	_ _ _ _ _ _ _	Active
Polite	_ _ _ _ _ _ _	Rude
Self-Controlled	_ _ _ _ _ _ _	Uninhibited
Intelligent	_ _ _ _ _ _ _	Stupid
Weak	_ _ _ _ _ _ _	Strong
Hostile	_ _ _ _ _ _ _	Friendly
Witty	_ _ _ _ _ _ _	Humorless
Sociable	_ _ _ _ _ _ _	Unsociable
Reliable	_ _ _ _ _ _ _	Unreliable
Successful	_ _ _ _ _ _ _	Unsuccessful

WHAT'S YOUR OPINION?

Materials Needed: Number Sheets
List of Statements

Number of Participants: 25-100

Approximate Time Needed: 15-20 minutes

Instructions:

1. Presenter explains to the group that they will "literally" take a stand on mainstreaming the handicapped.

2. The number sheets are spread from one end of the room to the other. A +2 is if you strongly agree with the statement, a -2 is if you strongly disagree with the statement.

3. The presenter reads a statement from the list and participants are to stand on the number that best describes their feelings about that statement.

4. The presenter then asks someone at each end of the continuum to defend their position. A short discussion of that stand may follow. The presenter should stay neutral.

5. Each statement is read and acted upon until all statements (or participants) are exhausted.

STRONGLY AGREE

+2

AGREE

+1

NEUTRAL

0

DISAGREE

−1

STRONGLY DISAGREE

−2

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SIMULATION

Materials Needed: Any or all of the following:
Wheelchairs (borrowed from hospital)
Crutches (borrowed from school nurse)
Eye patches
Ear plugs
Arm slings

Cards with handicapping condition
Cards printed with "Non-handicapped helper"

Number of Participants: 5-25

Approximate Time Needed: 1 1/2 hours (during lunch break)

Instructions:

1. Each participant draws a card and if "handicapped" gets the necessary materials needed to simulate that condition.
2. "Handicapped" participants go to lunch with a non-handicapped helper.
3. After lunch, a brief (15-20 minutes) discussion of difficulties encountered, attitudes of others, etc., should be held.

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LIST OF STATEMENTS

1. Handicapped students belong in Special Education programs.

2. An easier curriculum must be provided for the special need student.

3. Mainstreaming means all handicapped students will be put in regular classes.

4. Special education personnel do not understand, and have no desire to understand vocational programs.

5. Vocational teachers do not want special education students in their classes.

6. Vocational teachers are not trained to work with handicapped students.

7. Regular students will harrass the handicapped student.

8. A "free and appropriate" education implies that even the severely and profoundly retarded must be admitted to public schools.

9. Handicapped children present a safety hazard to others in vocational classes.

10. Handicapped students can't really benefit from vocational training.

11. Special education students cannot compete in youth leadership contests.

12. Vocational courses are already overcrowded with students as it is without adding handicapped students.

13. The vocational teacher will have to spend too much time with the handicapped student.

14. Special education students are only placed into vocational classes to meet the whims of the counselor.

15. A handicapped student in a regular vocational program will "slow down" the other students.

BLIND	DEAF	MUTE	WHEELCHAIR
1 ARM MISSING	ON CRUTCHES	DIABETIC NO SUGAR MUST EAT A WELL-BALANCED MEAL: 1 MEAT 1 DAIRY 2 FRUIT/VEG 1 BREAD	DEAF & MUTE
NON-HANDICAPPED	NON-HANDICAPPED	NON-HANDICAPPED	NON-HANDICAPPED
NON-HANDICAPPED	NON-HANDICAPPED	NON-HANDICAPPED	NON-HANDICAPPED

HANDICAPPED SPEAKER

Materials Needed: None, unless requested by speaker

Number of Participants: Any number

Approximate Time Needed: 30-45 minutes

Instructions:

1. A handicapped person is featured as a guest speaker to relate experiences, problems, barriers and successes encountered.
2. If scheduled to speak just before a break, participants can be invited to visit with the speaker and ask questions.

3

Resources

Marilyn Kok

Additional methods for altering attitudes . . . . Films to use with teachers

WHAT RESOURCES ARE AVAILABLE WHICH WOULD HELP ALTER THE ATTITUDES OF MY TEACHERS?

When it comes to altering attitudes, nothing seems to be more effective than allowing teachers to meet handicapped people and using media presentations. I've already suggested ways to involve handicapped people in your inservice activities. Here are some suggestions for films:

- *A Different Approach:* A lively presentation of why handicapped people can make excellent employees. I recommend this highly! Order from South Bay Mayor's Committee for the Employment of the Handicapped, 2409 North Sepulveda, Suite 202, Manhattan Beach, California 90266
- *People You'd Like to Know:* Introductory film from a series of 10 films, each dealing with a different person shown with friends, family, and schoolmates. Designed to create acceptance of handicapped students. Order from Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611
- *Including Me:* Presents a narration of the lives of a variety of handicapped children. Discusses the concepts and features of PL 94-142 and the problems of normalization. Order from 3M Company, 135 W. 50th, New York, New York 10020

- *Out of the Shadow:* Shows the importance of and techniques for recreation designed to improve the living skills of people of all ages with varying degrees and types of handicap. Order from VISUCOM, P. O. Box 5472, Redwood City, California 94063.
- *To Live As Equals:* New perspectives on rights, community integration, and potentials of retarded citizens. Illustrates joys they experience when allowed to participate in society and develops their skills. Order from Lodon Films, 52 Undercliff Terrace South, West Orange, New Jersey 07052.
- *Count Me In:* Normalization of the developmentally disabled, showing integration into community activities of handicapped persons. Order from Stanfield House, 12381 Wilshire, Suite 203, Los Angeles, California 90025.
- *Failing to Learn...Learning to Fail:* Investigates the case histories of four young people who are diagnosed as having minimal brain dysfunction. Early detection is emphasized. Order from Films Incorporated, 733 Green Bay Road, Wilmette, Illinois 60091.
- *Feeling Free: John:* Part of a series of films designed to show handicapped students in everyday situations. John is a learning disabled student. Order from Scholastic, 50 West 44th Street, New York, New York 10036
- *People You'd Like to Know: Kai:* Shows a high school boy adjusting to cleft lip and palate, as well as to another language. Presents factual and awareness information. Order from Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.
- *Penny and Ann:* Shows how a young blind girl can live independently, doing an array of everyday tasks. Order from Aimes Instructional Media, 626 Justin, Glendale, California 91201
- *Craig:* Shows a blind student, preparing for life in the sighted community as he pursues a standard curriculum. Order from Films, Inc., 733 Green Bay, Wilmette, Illinois 60091.
- *The Only Thing I Can't Do Is Hear:* Examines two innovative educational programs for deaf students. Order from Public Information Office, Gallaudet College, Kendall Green, Washington, D. C. 20002.
- *Khan Du:* A special project film designed to explore attitudes toward people with disabilities and help viewer realize that we are all different. Order from Texas Rehabilitation Association, Attn: Khan Du, P. O. Box 20040, Dallas, Texas 75220.
- *Feeling Free: Hollis:* Portrays a physically handicapped young man and his interaction with non-handicapped peers. Order from Scholastic, 50 West 44th Street, New York, New York 10036.
- *Changes:* Shows handicapped college students speaking frankly about their lives and needs. Illustrates the need for change in architectural barriers. Order from Stanfield House, 12381 Wilshire Blvd., Suite 203, Los Angeles, California 90025.

- *Mending Dreams:* Discusses social and educational needs of the chronically ill student through a series of case studies. Portrays a Title IV Part C Project. Order from CHIP/SCAP Project, Baltimore City Public Schools, 811 West Lanvale, Baltimore, Maryland 21217.

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4

Handicapping Conditions

Marilyn Kok

How handicapping conditions could affect vocational training . . . .Which students are receiving training. . . .Why more aren't

People are handicapped when something about them keeps them from doing something they want to do. More technically, a person is handicapped when a certain condition impedes his or her ability to learn, get, keep or be promoted in a job. If your being asthmatic doesn't present any problems to your being employed, you are not handicapped. But if because you are in a wheelchair, you cannot get transportation to work, you are handicapped. So really when we are talking about handicapped students there are no easy outs. If the handicap did not require some extra help, equipment, preparation, the student would not be handicapped.

As we begin talking about handicapping conditions, however, let me warn you that labeling can be extremely dangerous to you, to your teachers, and most of all to the handicapped student.

IF I AM GOING TO HAVE TO HELP PREPARE AN EDUCATIONAL PLAN FOR EACH HANDICAPPED STUDENT IN VOCATIONAL EDUCATION, I NEED TO KNOW WHY THE STUDENTS ARE HANDICAPPED, AND HOW THEIR HANDICAP AFFECTS THEIR PERFORMANCE IN MY PROGRAMS. WHAT CAN YOU TELL ME?

As you know, this is a very broad topic so I am going to have to be selective in my answer. I will not discuss medical causes to any great length or the more technical results of these handicaps, but if you want more information along these lines, please refer to the list of resources. Several have excellent detailed explanations of handicapping conditions. To answer your question above, I will describe seven handicapping conditions: learning impaired, mentally impaired, mobility impaired, health impaired, visually impaired, hearing impaired, and speech impaired. For each, I will discuss some possible strengths and some barriers the student may have to face in vocational education. All students will not have these strengths; they are merely possible results of handicapping conditions which you should be on the lookout for.

Learning Disabled

For a non-physical reason these students have trouble learning through the channels available to other students. For example, even though a student might have perfect hearing, a learning disability may keep that student from being able to understand the signals sent through sound to his or her brain. A student who can see may still not be able to read.

Fortunately, most learning barriers are to verbal learning, rather than hands-on learning, hence the promise that vocational education offers these students. Frequently, these students cease to be handicapped once they leave school, especially if their jobs do not require a lot of reading. When one considers that Americans, on the average, read between one to two books per year, it becomes very clear why non-readers can adjust very easily out of school. It also becomes more clear why these students want to enter vocational education so much. Their high motivation will help to compensate for any learning difficulty they experience. Furthermore, if teachers are willing to use alternate teaching methods, most of these difficulties can be avoided (spoken instructions for the non-reader, written instructions for the non-listener).

Barriers, then, are the certain learning channels unavailable to these students. These channels will vary from student to student, but will be identified when the student enters special education. One other barrier which the student may face is a feeling of failure. In an arena where so much success is measured through an ability to read or assimilate spoken instructions, students will have built up a backlog of failure. Vocational teachers are in the special position of being able to lead the students to success.

Mentally Impaired

Because of a decreased ability, mentally retarded students are not able to learn as quickly as other students. The term "slow learners" continues to be one of the best descriptive phrases for these students. Amounts of retardation vary; most retarded students in public schools will be upper level. Unlike learning disabled students, simply changing a teaching mode from reading to hearing will not dramatically increase the students' ability to learn (although some show natural preferences).

You may be surprised by the strengths these students possess. Like learning disabled students, once retarded students are away from school, many cease to be handicapped. Just think about how many jobs require minimal learning: a cook in a fast-food restaurant, assembly line jobs, landscaping, and many others. These students' inability to learn does not necessarily impede their ability to do. Another surprising strength is the quality of their learning. A skill, a step in a process, a precautionary requirement, once learned is not easily forgotten or neglected. People who have worked with the mentally retarded--even the more severely retarded--find this a real asset in teaching a hands-on skill. Once a student learns that a guard must be up before turning on a saw, the guard is always up before the saw is running. This has obvious implications for safety.

Barriers that these students face lie mainly in their speed of learning. Teachers will have to spend more time on a subject, approach it in more detail, be sure that the student has grasped the skill before moving on. Many teachers do not find this difficult. They simply allow the handicapped student to keep working at his or her first project, while the other students move on to their second or third.

Any social inadequacies these students face have probably grown from their past isolation from other students, and from their resulting feeling of inadequacy. This explains why so many advocates are stressing placement in the regular classroom. Initial adjustment may be hard for these students (though not necessarily so), but the adjustment will succeed if teachers give the process time and encouragement.

Mobility Impaired

For one reason or another, these students have difficulty moving around. They are best identified by their crutches, wheelchairs, or their slow movement. Of course, trouble with movement does not necessarily impede their learning processes. Unless the students need special adaptive devices (a shorter working table or touch sensitive controls) they will probably not even require special education. If students do require special equipment, special education will know best which sources to tap for funds.

What strengths can these students bring to vocational education? For one thing they are probably skilled in compensating for themselves--after all, they have had to do it in the past. Also, their arms can be very strong if they have had to move themselves around. If certain jobs require constant sitting, they could be ideally suited (such as TV or radio repair, data processing, typing and so forth).

Of course if they are to keep up with their fellow students (and fellow employees) they will need jobs which are semi-stationary. They may also tire easily, and for some, overall physical weakness hinders them. The most obvious barriers these students will face are physical barriers (steps, narrow doors, and so forth), but because these can be so easily solved (ramps, wider doors) they are probably the least threatening. Far more dangerous to the student are negative attitudes.

Health Impaired

These students have trouble keeping their body functioning normally, perhaps because of heart trouble, polio, epilepsy, or other diseases. This is one of the broadest categories and so defies generalizations. If I were to say these students perform at sedantary jobs because of their handicap, someone could bring up the young epileptic who walked the length of California one summer. If I were to say they may be weaker than other students, someone could bring up the young man who took up jogging because of a threatening heart condition, and won several marathons. Each person reacts differently to these conditions, so when you are considering a possible vocational student, spend some time getting to know the student. Look beyond the heart condition, or asthma, or whatever, to the student.

The one major barrier these students face is negative attitudes--people who assume that they know what effect the disease or condition will have on the student before even talking to the student. So, please, when you read about a specific health impairment, withhold judgement until doing a little research into the individual student's background.

Visually Impaired

These students have trouble seeing--they are not necessarily blind, some just have trouble seeing. Many can read large-print textbooks, or can get a fuzzy picture of equipment. Remember, as well, that these students frequently have more highly developed hearing ability.

The two major barriers they face are their lack of orientation and their lack of sight. Because they see so poorly, they often cannot see just how large a room is, or judge just how far away people are. Teachers can learn to compensate for this, however.

Hearing Impaired

These students can either be completely deaf or partly deaf. If deaf, they will have to rely on sign language and lip reading for communication; if hearing impaired, they can use their hearing to supplement these two. Hearing impaired students may have strong visual learning, and may have learned to compensate for their lack of hearing to such a great extent that they do not even consider themselves handicapped. And when one considers how many jobs in the DOT require working with things and data rather than people, their lack of hearing really could cease to be the grave problem we think it might be. Many teachers have adjusted their teaching so that deaf students learn in regular classrooms, with non-handicapped classmates.

Growing up without ever learning language through sound can have consequences, however. Maloney cites four: "(1) The student's vocabulary probably will be limited; (2) The student's specific language patterns probably will be distorted and/or low level; (3) The student's thinking skills probably will show lack of sophistication; and (4) There probably will be subsequent reading difficulties" (1978, p. 71). Of course, you can never be sure that a hearing impaired student will have these problems.

Hearing impaired students may also face social problems. Without the give and take of chatter with neighborhood children, the student may never have been easily accepted in a friendship. This often changes quickly once the student is in a regular class.

If I were to choose the most important barrier, however, it would have to be the teacher's unwillingness to try teaching the student. Without the teacher's support, the student will have a hard time picking up the information he or she needs.

Maloney lists a few specific techniques teachers can use:

> "The speaker should stand close to the student. Hearing aids have a limited range of pickup. Nonauditory cues, such as hand gestures and facial expressions, should be used to emphasize the spoken content of the message. Extraneous background noises should be controlled and diminished as much as possible; noise is the archenemy of hearing aid users because the hearing aid amplifies sounds indiscriminately." (1978, p. 71.).

Speech Impaired

These students have trouble speaking. Occasionally this handicap will occur by itself, but quite frequently it occurs because of another handicap (hearing, cerebral palsy, and others). Unless the student is also deaf, the student will frequently have no trouble understanding spoken messages. A young woman with cerebral palsy once told me that if she could only make people understand that she can hear as fast as anyone, half her difficulties would be gone. Instead of speaking normally, people speak to her as slowly as she is able to speak to them.

Much of what we do as people requires talking to each other. It comes as no surprise, therefore, that if you put a speech impaired student in a situation that does not require a lot of speaking, that student will be highly motivated to succeed. At last! Something that the speech difficulty does not affect. This is not true for all students, of course, but it is a frequent result. So once again, vocational education can offer these students a chance for success.

In addition to an inability to respond quickly and clearly in speech, these students will also show social problems. Being in a regular classroom will give the student an opportunity to exercise the tips a speech therapist may give.

ARE ALL HANDICAPPED STUDENTS RECEIVING SPECIAL EDUCATION?

No, many handicapped students don't need any extra help learning, so never qualify for special education. Students in wheelchairs, for example, can learn as rapidly as any student. Occasionally, a student in a wheelchair might not be able to take notes, or might need an assistant or physical therapy to be able to keep up in class. This student would be eligible for special education. But not all handicapped students require special education. Handicapped students and special education students are not necessarily the same.

WHICH HANDICAPPED STUDENTS ARE BEING SERVED BY VOCATIONAL EDUCATION?

Primarily learning disabled and mildly retarded students are served in public school vocational programs. Certain schools have programs for blind and deaf students, and some are willing to serve students with motor disabilities (in wheelchairs or on crutches); most, however, primarily serve handicapped students who are retarded or learning disabled, because they are the most prevalent.

WHY AREN'T MORE STUDENTS WITH THE OTHER HANDICAPPING CONDITIONS BEING SERVED IN VOCATIONAL EDUCATION?

Several factors inhibit these students' enrollment. Physical barriers, for example. How many shops are built in such a way that a student in a wheelchair would have no trouble moving around? How many have the guards necessary to protect students with poor eyesight? Even though these physical factors seem expensive, however, they are probably the easiest barriers to remove.

Teachers' qualifications present a much more difficult barrier. How many regular vocational teachers know enough to communicate with a person who is deaf or can successfully explain a concept to a student who is blind? One reason why vocational teachers willingly admit the mildly retarded or learning disabled student is because teaching qualifications are not that different from other students. Differences are only in degree (an LD student is just more unable to read, more unable to listen than other students). But students who are blind or deaf--they require a whole new way of communicating.

But the most difficult barrier to overcome is, of course, the educator's attitude. Extra safety guards can be put in (chances are all students will benefit from these guards), teachers can learn a few tricks for talking to the deaf, teachers can learn to vary their teaching methods, but if a teachers believes that the student could never benefit from vocational training, that any time spent with the student would be wasted, that the student would never receive gainful employment--then what external changes would help the student?

WHY DO SO MANY PEOPLE THINK VOCATIONAL TRAINING IS THE ANSWER FOR HANDICAPPED STUDENTS?

Because when it comes to getting a job these students need all the help they can get. Looking at their past record, many handicapped people have had extreme difficulty even getting an interview, much less a job. Vocational training becomes their calling card, the one thing that sets them apart from other applicants.

Furthermore, vocational teachers in the past have been quite successful with students who had trouble learning, whether because of their subject matter, the more immediate financial rewards for doing well in vocational education, or just because of the many vocational teachers who are committed to working with students. Reports from students who have been mainstreamed show that the good record continues.

Reference:

Patricia Maloney, "Students with Communication Disorders," in Vocational Education: Teaching the Handicapped in Regular Classes. Robert Weisberger, ed. Reston, Va.: The Council for Exceptional Children, 1978.

4

Inservice Activities

Lindy Wright

Simulation
Types of learners
Handicapping conditions overview
A.A.A.G.H.!!

CONCEPTS

Handicapped students have special needs.

Different handicapping conditions have different abilities and disabilities.

There are many barriers for handicapped people.

Not all students are able to learn by the same method.

PERFORMANCE OBJECTIVES

Personnel will become aware of how it feels to be handicapped.

Teachers will be able to identify three different types of learners.

Personnel will be able to modify the environment to provide barrier free access to the handicapped.

SIMULATION

Materials Needed: Any or all of the following:
Wheelchairs (borrowed from hospital)
Crutches (borrowed from school nurse)
Eye patches
Ear plugs
Arm slings

Cards with handicapping condition
Cards printed with "Non-handicapped helper"

Number of Participants: 5-25

Approximate Time Needed: 1 1/2 hours (during lunch break)

Instructions:

1. Each participant draws a card and if "handicapped" gets the necessary materials needed to simulate that condition.

2. "Handicapped" participants go to lunch with a non-handicapped helper.

3. After lunch, a brief (15-20 minutes) discussion of difficulties encountered, attitudes of others, etc., should be held.

BLIND	DEAF	MUTE	WHEELCHAIR
1 ARM MISSING	ON CRUTCHES	DIABETIC NO SUGAR MUST EAT A WELL-BALANCED MEAL: 1 MEAT 1 DAIRY 2 FRUIT/VEG 1 BREAD	DEAF & MUTE
NON-HANDICAPPED	NON-HANDICAPPED	NON-HANDICAPPED	NON-HANDICAPPED
NON-HANDICAPPED	NON-HANDICAPPED	NON-HANDICAPPED	NON-HANDICAPPED

TYPES OF LEARNERS

Materials Needed: Types of learners instruction sheet
Blackboard
Pencils/paper

Number of Participants: 10-100

Approximate Time Needed: 20 minutes

Instructions:

1. Presenter gives brief description of three kinds of learners - visual, audio, and kinesthetic.
2. Write list 1 on board. Leave on board for 30-45 seconds. Erase and ask who can repeat list. These are visual learners.
3. List 2 is read aloud twice. Ask who can repeat. These are audio learners.
4. List 3 is read aloud and participants write list down on paper. They then turn paper over and rewrite list. Those who can do this are kinesthetic learners.
5. A brief discussion follows pointing out differences in learning styles, ways to meet differences in individual students and characteristics that can be used to identify type of learners in classroom (See Instruction Sheet).

TYPES OF LEARNERS - INSTRUCTION SHEET

Different students learn in different ways. It is often helpful to the teacher who is trying to reach all students to discover what kind of learner each student is. Are they AUDIO learners, VISUAL learners, or KINESTHETIC learners?

VISUAL learners will usually close their eyes, or look at the ceiling as they try to recall a visual picture.

AUDIO learners will move their lips or whisper as they try to memorize.

KINESTHETIC learners will use their fingers to count off items or write in the air.

THE TEST

Start by telling the participants that you are going to give them a test to determine what kind of learner they are: VISUAL, AUDIO, or KINESTHETIC.

This test consists of pretending that the participants are going to the store to get some items. WRITE the list on the board, allowing them to watch you but they must not copy the list. Allow them to view the list for 30-45 seconds then erase it. Ask for volunteers to repeat the list orally. The VISUAL learners will be able to repeat the list. (After a few have recited the list, others may choose to repeat it -- these are probably AUDIO learners who have learned the list from hearing others say it.)

Dictate the 2nd list orally. Repeat the dictation a second time slowly. The VISUAL learners will close their eyes and try to see the items. The AUDIO learners will whisper each item as you dictate it. The KINESTHETIC learners will use their hands to mark off the number of items or will write the words in the air. Ask for volunteers to repeat the list. The AUDIO learners will respond first.

Tell the participants to have pencil and paper ready to write the list as you dictate it orally. Dictate list 3 once. Have them turn the paper over and rewrite the list from memory. Ask for

TYPES OF LEARNERS INSTRUCTION SHEET CONTINUED

volunteers to repeat the list they have written. These are usually KINESTHETIC learners.

LIST 1	LIST 2	LIST 3
(Write on board)	(List orally)	(Have participants write)
TOOTHPASTE	NOTEBOOK PAPER	LIPSTICK
SOAP	TALCUM POWDER	BAND-AIDS
KLEENEX	NAIL FILE	RAZOR BLADES
COMB	COUGH DROPS	FOUNTAIN PEN
STATIONERY	SHAVING CREAM	SOAP

HANDICAPPING CONDITIONS OVERVIEW

Materials Needed: Transparencies
Handouts

Number of Participants: Any number

Approximate Time Needed: 20 minutes

Instructions:

1. A lecture/discussion presentation is given using transparencies and giving each participant a handout after the presentation.
2. A question/answer session can follow lecture.

Handicap Summary Chart*

DEVIATIONS	CONDITIONS INCLUDED	CHARACTERISTICS				
		GENERAL	PHYSICAL	PSYCHOLOGICAL	SOCIAL-EMOTIONAL	INTELLECTUAL/ LEARNING
Physical	Orthopedic handicaps: limb absence, epilepsy, cerebral palsy, heart defects; Arthritis, Polio	Nature & degree of successes differ, but very important.	Limited mobility; tire easily; May lack motor control. Secondary handicaps.	Frustration from physical limitations and physical barriers.	Adjustment requires acceptance and inclusion by others and self.	Wide range of basic skills.
Mental	Gifted	Low aspiration level may alter recognition of condition.	Similar to normal.	Fundamental needs -- comfort, security, play, self-respect.	Usually well-adjusted.	Above average.
	Mentally retarded -- Educable Trainable	Tasks must be designed for success; life skills important.	Often similar to normal with possible exception of speed & coordination.	Short attention span related to materials above ability. Frustration related to failure experiences.	Play interests correspond to mental age. Basic social traits similar to average child.	Develop at 45-75% of normal rate (EMR); at 25-50% of normal rate (TMR).
Emotional	Emotionally disturbed & Socially maladjusted.	Severe behavioral disabilities.	No deficits.	Fears, tensions, & anxieties leading to aggressive, hostile behavior. Does not understand own social stresses.	Poor adjustment arising out of conflicts with peers & adults.	No sensory or intellectual deficits.
Sensory	Visual handicaps: partially sighted & blind.	Needs greatly depend on age of blindness.	Inadequate mobility and orientation.	Impinges on self-image and self-esteem, on adjustments to societal conditions, and accommodations and attitudes of those around them.	Depends on mobility in their environment.	Academic skills depend on supportive reading materials--otherwise normal.
	Hearing-impaired: partial & deaf.	Fairly well-adjusted if not required to perform beyond capacity.	Distracted & confused by sound stimuli.	Frustration & withdrawal from auditory tasks leading to fewer social experiences.	Complicated by speech or communication impairments leading to fewer social experiences.	Inability to develop speech & language comprehension by normal channels. Scholastic achievement does not keep pace with mental ability.
Neurological	Learning disabled; (Minimal brain damaged)	Origin is cerebral dysfunction.	May lack coordination; Hyperkinetic or hypokinetic.	Behavioral problems leading to poor peer and adult response, hostility & defensiveness; short attention span and impulsivity.	May be highstrung or easily cry, panic, and anger. Some are very even-tempered.	Normal intelligence; unable to process information for learning to take place.

*CONDITIONAL VARIANTS:

1. Degree of involvement
2. Length of time
3. Stability of condition

PHYSICAL HANDICAP

CONDITIONS INCLUDED

ORTHOPEDIC HANDICAPS - LIMB ABSENCE, EPILEPSY, CEREBRAL PALSY, HEART DEFECTS.

ARTHRITIS, POLIO

CHARACTERISTICS

GENERAL - NATURE & DEGREE OF SUCCESSES DIFFER, BUT VERY IMPORTANT.

PHYSICAL - LIMITED MOBILITY; TIRE EASILY; MAY LACK MOTOR CONTROL.
SECONDARY HANDICAPS.

PSYCHOLOGICAL - FRUSTRATION FROM PHYSICAL LIMITATIONS AND PHYSICAL BARRIERS.

SOCIAL-EMOTIONAL - ADJUSTMENT REQUIRES ACCEPTANCE AND INCLUSION BY OTHERS AND SELF.

INTELLECTUAL/LEARNING - WIDE RANGE OF BASIC SKILLS.

NEUROLOGICAL HANDICAP

CONDITIONS INCLUDED

LEARNING DISABLED
(MINIMAL BRAIN DAMAGED)

CHARACTERISTICS

GENERAL - ORIGIN IS CEREBRAL DYSFUNCTION.

PHYSICAL - MAY LACK COORDINATION; HYPERKINETIC OR HYPOKINETIC.

PSYCHOLOGICAL - BEHAVIORAL PROBLEMS LEADING TO POOR PEER AND ADULT RESPONSE, HOSTILITY & DEFENSIVENESS; SHORT ATTENTION SPAN AND IMPULSIVITY.

SOCIAL-EMOTIONAL - MAY BE HIGHSTRUNG OR EASILY CRY, PANIC, AND ANGER. SOME ARE VERY EVEN-TEMPERED.

INTELLECTUAL/LEARNING - NORMAL INTELLIGENCE; UNABLE TO PROCESS INFORMATION FOR LEARNING TO TAKE PLACE.

SENSORY HANDICAP

CONDITIONS INCLUDED

HEARING IMPAIRED
PARTIAL & DEAF

CHARACTERISTICS

GENERAL - FAIRLY WELL-ADJUSTED IF NOT REQUIRED TO PERFORM BEYOND CAPACITY.

PHYSICAL - DISTRACTED & CONFUSED BY SOUND STIMULI.

PSYCHOLOGICAL - FRUSTRATION & WITHDRAWAL FROM AUDITORY TASKS LEADING TO FEWER SOCIAL EXPERIENCES.

SOCIAL-EMOTIONAL - COMPLICATED BY SPEECH OR COMMUNICATION IMPAIRMENTS LEADING TO FEWER SOCIAL EXPERIENCES.

INTELLECTUAL/LEARNING - INABILITY TO DEVELOP SPEECH & LANGUAGE COMPREHENSION BY NORMAL CHANNELS. SCHOLASTIC ACHIEVEMENT DOES NOT KEEP PACE WITH MENTAL ABILITY.

SENSORY HANDICAP

CONDITIONS INCLUDED

VISUAL HANDICAPS
PARTIALLY SIGHTED
BLIND

CHARACTERISTICS

GENERAL - NEEDS GREATLY DEPEND ON AGE OF BLINDNESS.

PHYSICAL - INADEQUATE MOBILITY AND ORIENTATION.

PSYCHOLOGICAL - IMPINGES ON SELF-IMAGE AND SELF-ESTEEM, ON ADJUSTMENTS TO SOCIETAL CONDITIONS, AND ACCOMMODATIONS AND ATTITUDES OF THOSE AROUND THEM.

SOCIAL-EMOTIONAL - DEPENDS ON MOBILITY IN THEIR ENVIRONMENT.

INTELLECTUAL/LEARNING - ACADEMIC SKILLS DEPEND ON SUPPORTIVE READING MATERIALS -- OTHERWISE NORMAL.

EMOTIONAL HANDICAP

CONDITIONS INCLUDED

EMOTIONALLY DISTURBED
SOCIALLY MALADJUSTED.

CHARACTERISTICS

GENERAL - SEVERE BEHAVIORAL DISABILITIES.

PHYSICAL - NO DEFICITS.

PSYCHOLOGICAL - FEARS, TENSIONS, & ANXIETIES LEADING TO AGGRESSIVE, HOSTILE BEHAVIOR. DOES NOT UNDERSTAND OWN SOCIAL STRESSES.

SOCIAL-EMOTIONAL - POOR ADJUSTMENT ARISING OUT OF CONFLICTS WITH PEERS & ADULTS.

INTELLECTUAL/LEARNING - NO SENSORY OR INTELLECTUAL DEFICITS.

MENTAL HANDICAP

CONDITIONS INCLUDED

MENTALLY RETARDED
  EDUCABLE (EMR)
  TRAINABLE (TMR)

CHARACTERISTICS

GENERAL - TASKS MUST BE DESIGNED FOR SUCCESS; LIFE SKILLS IMPORTANT.

PHYSICAL - OFTEN SIMILAR TO NORMAL WITH POSSIBLE EXCEPTION OF SPEED & COORDINATION.

PSYCHOLOGICAL - SHORT ATTENTION SPAN RELATED TO MATERIALS ABOVE ABILITY. FRUSTRATION RELATED TO FAILURE EXPERIENCES.

SOCIAL-EMOTIONAL - PLAY INTERESTS CORRESPOND TO MENTAL AGE. BASIC SOCIAL TRAITS SIMILAR TO AVERAGE CHILD.

INTELLECTUAL/LEARNING - DEVELOP AT 45-75% OF NORMAL RATE (EMR); AT 25-50% OF NORMAL RATE (TMR).

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MENTAL HANDICAP

CONDITIONS INCLUDED

GIFTED

CHARACTERISTICS

GENERAL - LOW ASPIRATION LEVEL MAY ALTER RECOGNITION OF CONDITION.

PHYSICAL - SIMILAR TO NORMAL.

PSYCHOLOGICAL - FUNDAMENTAL NEEDS -- COMFORT, SECURITY, PLAY, SELF-RESPECT.

SOCIAL-EMOTIONAL - USUALLY WELL-ADJUSTED.

INTELLECTUAL/LEARNING - ABOVE AVERAGE.

A.A.A.G.H.!! (ACRONYMS ARE AWFUL - GOOD HEAVENS!!)

Materials Needed: Slides (See instructions on how to make)
Paper/pencils
Certificate

Number of Participants: Any number

Time Needed: 20-30 minutes

Instructions:

1. Presenter shows various slides and participants call out what they think each acronym stands for. Each participant gets 1 point for each correct response.
2. After all slides are shown, participants are asked to write down any other acronyms not already shown and share these with the group. Give 5 minutes for this activity.
3. Participant who comes up with the most acronyms and most points from correct responses wins the acronym certificate.

INSTRUCTIONS FOR PREPARING SLIDES

1. Run slide sheet through thermofax with blank transparancy film.
2. Cut transparency on solid lines.
3. Mount each square in slide frame.

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C.V.A.E.	V.E.H.	E.M.R.	T.M.R.	L.L.D.
E.D.	M.B.I.	I.C.T.	H.E.C.E.	D.O.T.
W.R.A.T.	W.I.S.C.	W.A.I.S.	I.Q.	P.E.L.E.
T.R.C.	S.O.M.P.A	M.H.M.R.	B.E.H.	P.C.E.H.
L.R.E.	A.R.D.	I.E.P.	V.A.C.	C.P.
M.S.	L.O.V.E.	T.N.M.J.	T.G.I.F.	W.P.T.K.I.M.C
D.A.M.N.	V.I.C.A.	D.E.C.A.	V.O.C.A.	F.F.A.

ACRONYM ANSWER KEY

SLIDE	ACRONYM FOR
A.R.D.	Admission, Referral, and Dismissal Committee
B.E.H.	Bureau of Education for the Handicapped
C.P.	Cerebral Palsy
C.V.A.E.	Coordinated Vocational Academic Education
D.A.M.N.	Don't Ask Me Now
D.E.C.A.	Distributive Education Clubs of America
D.O.T	Dictionary of Occupation Titles
E.D.	Emotionally Distrubed
E.M.R.	Educable Mentally Retarded
F.F.A.	Future Farmers of America
H.E.C.E.	Home Economics Cooperative Education
I.C.T.	Industrial Cooperative Training
I.E.P.	Individualized Education Plan (Program)
I.Q.	Intelligence Quotient
L.L.D.	Language/Learning Disabled
L.O.V.E.	Lazy Old Vocational Educator
L.R.E	Least Restrictive Environment
M.B.I.	Minimal Brain Injury
M.H.M.R.	Mental Health - Mental Retardation
M.S.	Multiple Sclerosis
P.C.E.H.	President's Commission for Employment of the Handicapped
P.E.L.E.	Pre-employment Laboratory Experience
S.O.M.P.A.	System of Multicultural Pluralistic Assessment
T.G.I.F.	Thank Goodness Its Friday
T.M.R.	Trainable Mentally Retarded
T.R.C.	Texas Rehabilitation Commission
T.N.M.J.	That's Not My Job
V.A.C.	Vocational Adjustment Coordinator
V.E.H.	Vocational Education for the Handicapped
V.I.C.A.	Vocational Industrial Clubs of America
V.O.C.A	Vocational Opportunity Clubs of America
W.A.I.S	Wechsler Adult Intelligence Scale
W.I.S.C.	Wechsler Intelligence Scale for Children
W.P.T.K.I.M.C.	Who Put This Kid In My Class?
W.R.A.T.	Wide Range Achievement Test

THIS IS TO CERTIFY THAT

____

IS AN OFFICIAL

G. O. O. S. E.

(GASEOUS ORATOR OF OSIFIED SEMANTIC EXPRESSION)

WADD A. TURKEY

4

Resources

Marilyn Kok

Locally available resources . . . . National advocacy groups . . . . Helpful books

WHAT RESOURCES ARE AVAILABLE TO ME LOCALLY?

Several people, right in your community, could be extremely informative:

- Special education personnel: This, of course, is no surprise to you. Unfortunately many vocational departments don't take full advantage of what special education knows.
- Parents: True, some parents don't know much about their children's handicaps. Many, however, have made it their business to know. What is more, after years of living with the child, they know what will work and what won't.
- Rehabilitation personnel, physical therapists, physicians, occupational therapists: all these can help you.

WHAT ARE THE ADVOCACY ORGANIZATIONS I CAN CONTACT FOR MORE INFORMATION ABOUT HANDICAPPING CONDITIONS?

For the blind:

- American Association of Workers for the Blind, Inc.: 1511 K Street, N. W., Washington, D. C. 20005.
  (To promote, develop and improve services to blind persons.)

- American Foundation for the Blind, Inc.: 15 West 16th Street, New York, New York 10011.
  (To help those handicapped by blindness to achieve the fullest possible development and utilization of their capacities, and integration into the social, cultural and economic life of the community.)
- American Printing House for the Blind, Inc.: 1839 Frankfort Avenue, Louisville, Kentucky 40206.
  (To provide literature and appliances for the blind.)
- National Federation of the Blind: Suite 212, 1346 Connecticut Ave., N. W., Washington, D. C. 20036.
  (To complete the integration of blind people into society as equal members.)
- National Society for the Prevention of Blindness, Inc.: 79 Madison Avenue, New York, New York 10016.
  (To prevent blindness and conserve vision through a comprehensive program of community service, publications, public information, lay and professional education and basic clerical and operational research.)

For the deaf:

- Alexander Graham Bell Association for the Deaf: 3417 Volta Place, N. W., Washington, D. C. 20007.
  (To foster programs for preparing the hearing impaired to participate independently in family, community, and country.)
- Council of Organizations Serving the Deaf: PO Box 894, Columbia, Maryland 21044.
  (A central clearinghouse and contact point for information.)
- National Association of the Deaf: 814 Thayer Avenue, Silver Spring, Maryland 20910.
  (To promote social, educational and economic well-being of deaf citizens in the United States.)
- National Association of Hearing and Speech Agencies: 814 Thayer Avenue, Silver Spring, Maryland 20910.
  (Works on behalf of hearing, speech and language-handicapped individuals.)

For the health-impaired:

- American Lung Association: 1740 Broadway, New York, New York 10019.
  (To prevent and control lung diseases.)

- Epilepsy Foundation of America: 1828 L Street, N. W., Washington, D. C. 20036.
  (A national voluntary health agency leading the fight against epilepsy.)

For the learning disabled:

- Association for Children with Learning Disabilities: 5225 Grace Street, Pittsburgh, Pa. 15236

For the mentally retarded:

- American Association on Mental Deficiency: 5201 Conn. Ave., N. W., Washington, D. C. 20015.
  (To represent a variety of interests and disciplines dealing with many types of developmental disabilities.)
- National Association for Retarded Citizens: 2709 Avenue E East, POB 6109, Arlington, Texas 76011.
  (Among other purposes, to promote the general welfare of the mentally retarded of all ages through research, public education, and personnel development.)
- President's Committee on Mental Retardation: 7th and D Streets, S. W., Washington, D. C. 20201.
  (To support programs for the mentally retarded.)

For the physically disabled:

- Arthritis Foundation: 1212 Avenue of the Americas, New York, New York 10036.
  (To seek the cause, cure, and prevention of arthritis.)
- Muscular Dystrophy Associations of America: 810 Seventh Avenue, New York, New York 10019.
  (To seek cure and effective treatment for muscular dystrophy and related diseases.)
- National Association for the Physically Handicapped, Inc.: 6473 Grandville Avenue, Detroit, Michigan 48228.
  (To promote the economic, physical, and social welfare of all physically handicapped.)
- National Center for a Barrier Free Environment, 7315 Wisconsin Avenue, Washington, D. C. 20014.
  (To coordinate the drive to make America accessible.)
- National Congress of Organizations of the Physically Handicapped, Inc.: 7611 Oakland Avenue, Minneapolis, Minn., 55423.
  (To promote employment opportunities, legislation, equal rights, social activity, and rehabilitation.)
- National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612.
  (To promote programs serving the physically handicapped.)
- National Multiple Sclerosis Society: 257 Park Avenue South, New York, New York 10010.
  (To stimulate research, to conduct public education, to administer patient services, and provide information.)
- National Paraplegia Foundation: 333 North Michigan Avenue, Chicago, Illinois 60601.
  (To improve services for spinal-cord injuries, to expand research, to remove barriers, to increase employment, to make housing and transportation accessible.)
- United Cerebral Palsy Associations, Inc.: 66 East 34th Street, New York, New York 10016.
  (To seek solutions to multiple problems of cerebral palsy.)

For the speech impaired:

- American Speech and Hearing Association: 9030 Old Georgetown Rd., Washington, D. C. 20014.
  (To promote services for the speech and hearing impaired and to disseminate information.)
- National Association of Hearing and Speech Agencies: 814 Thayer Avenue, Silver Spring, Maryland 20910.
  (To work on behalf of hearing, speech and language impaired.)

General "umbrella" organizations:

- American Coalition for Citizens with Disabilities: 1346 Connecticut Avenue, N. W., # 308, Washington, D. C. 20036.
- Bureau of Education for the Handicapped: U. S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202.
- Federation of the Handicapped, Inc.: 211 West 14th Street, New York, New York 10011.
  (To promote the vocational rehabilitation of the disabled.)
- Goodwill Industries of America: 9200 Wisconsin Avenue, Washington, D. C. 20014.
  (To provide Vocational rehabilitation services, training, employment, and opportunities for the handicapped, disabled and disadvantaged.)
- Human Resources Center: Willets Road, Albertson, New York 11507.
  (To educate, train and place the disabled, educably retarded and aged.)

ARE THERE ANY BOOKS YOU WOULD RECOMMEND?

Let me recommend three which I have found both readable and helpful:

Bowe, Frank. *Handicapping America*. New York: Harper & Row, 1978.

Dahl, Peter, Judith A. Appleby, and Dewey Lipe. *Mainstreaming Guidebook for Vocational Educators: Teaching the Handicapped*. Salt Lake City: Olympus Publishing Company, 1978.

Weisberger, Robert, ed. *Vocational Education: Teaching the Handicapped in Regular Class*. Reston Virginia: Council for Exceptional Children, 1920 Association Drive, 1979.

5

Referrals and Assessment

Marilyn Kok

The referral process. . . . Interpreting a psychological evaluation. . . .Vocational education's role in assessment . . . .Assessment after placement

"Appropriate" is one of the most important words in the recent legislature concerning the education of handicapped students (specifically P.L. 94-142). Surely if a student's placement in vocational education is appropriate, many problems will be avoided. But what does appropriate mean? And who decides the definitions? Several people are involved in the placement process, or course, but for such a crucial step vocational educators should take as active a role as possible.

In this chapter, I will suggest some ways vocational teachers and administrators can help assess how appropriate a program is for a certain student. First, however, I will answer a few questions concerning referrals.

HOW DO I REFER A STUDENT WHO I BELIEVE NEEDS SPECIAL ASSISTANCE?

As an administrator you probably know the answer to this question--ask either your principal or your special education director--you may want to pass information about it on to your teachers.

AFTER WE REFER A STUDENT TO SPECIAL EDUCATION, WHAT WILL SPECIAL EDUCATION DO?

A counselor or diagnostician will assess the student in preparation for determining the student's eligibility for special services and for preparing the individualized education program (IEP). This assessment will primarily consist of a psychological evaluation.

WHAT DO I NEED TO KNOW TO INTERPRET THE PSYCHOLOGICAL EVALUATION?

- *Names and purposes of common tests*

  Stanford Binet: a standardized IQ test
  Wide Range Achievement Test (WRAT): gives grade level equivalents for the student's functioning in reading, math, and spelling
  Wechsler Adult Intelligence Scale: standardized IQ test
  Wechsler Intelligence Scale for Children: standardized IQ test

- *Common measurements (or what all those numbers mean!)*

  IQ: the average IQ is 100, anything below 70 is retarded
  Grade level: these show at which grade the student is performing in math, science, reading, and spelling (as compared to the average performance of students in that grade)

WHAT INFORMATION ON PSYCHOLOGICAL EVALUATIONS WILL HELP ME DECIDE WHETHER A VOCATIONAL PLACEMENT IS APPROPRIATE?

- Math and reading levels
- Comments about behavior and attitude of student
- Any reports on the student's preferred learning style
- Information on level of support of parents
- Physical handicaps or health impairments
- Vocational interests or experiences

WHAT INFORMATION WILL THE PSYCHOLOGICAL EVALUATION NOT PROVIDE--IN OTHER WORDS, WHAT MIGHT WE, AS VOCATIONAL EDUCATORS, HAVE TO FIND OUT ON OUR OWN?

- What the student feels about entering a specific program. If special education knows enough about the program, they might be able to find out. But really, who is better qualified to find out than the actual vocational teacher?

- What skills the student will bring to a vocational program. At best, the vocationally inexperienced special education teacher can only say, "She likes working with plants" or "He's done some woodwork with his father." If you want to know something specific, send in someone who knows some specifics--the vocational teacher, counselor, or administrator.

- What jobs within a vocational area the student could train for. The teacher can help decide what job within auto mechanics the student could be trained for.

- What short-term objectives the student could succeed in. The vocational teacher can apply the student's preferred learning styles to the different aspects of a vocational area and decide what the student could accomplish in the coming year.

WHAT ASSESSMENT SHOULD I DO BEFORE A STUDENT'S IEP IS WRITTEN--BEFORE THE STUDENT IS ACTUALLY ADMITTED INTO A VOCATIONAL PROGRAM?

Special education frequently has a program picked out. The IEP meeting becomes an approval process rather than a planning process. To maintain the quality of your vocational programs, however, you will be wise to take part in the assessment more actively. Although some very elaborate vocational assessment instruments have been developed (they require a steamer trunk to transport), most of your assessment will be informal and will require the assistance of the prospective vocational teacher. Essentially you will react to tests, observe the student, and ask questions (I am indebted to Jim Daniels for this three-step process).

First, obtain the psychological evaluation on the student and collect what information you can. Feel free to ask the diagnostician or counselor about any words, tests, or scores you don't understand. In spite of popular impressions, these psychological evaluations are seldom specially prepared to mystify. The form on the following page might help you collect the pertinent data.

Next, allow your teacher to spend a few minutes with the student in the student's current educational setting (whether self-contained classroom. resource room, or special vocational class). This will give the teacher a chance to see the student and--probably more beneficial--see the environment the student has come from. This will not require a long time, perhaps as little as fifteen minutes, but the results could be extremely worthwhile.

And finally, schedule an informal meeting when you can meet with the vocational teacher, the special education teacher and the student, so the prospective teacher can personally talk

ASSESSMENT FORM

NAME ______________________________________

GRADE LEVEL:

Math: ____________________ Reading: _____________________

	Excited		Ambivalent		Negative
INTEREST IN VOCATIONAL EDUCATION:					
Student's:	1	2	3	4	5
Parent's:	1	2	3	4	5
Special Ed's: (Level of Support)	1	2	3	4	5

STUDENT' PREFERRED LEARNING STYLE:

Visual _________ Auditory ___________ Hands-on ____________

PHYSICAL HANDICAPS:

Impaired movement _____________ Impaired coordination _____________

LEARNING DIFFICULTIES:

Reading _______________________ Slow learner _________________

Hearing _______________________ Following directions __________

Understanding concepts _________

BEHAVIOR:

VOCATIONAL INTERESTS OR EXPERIENCES:

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to the student about vocational education. Or encourage the vocational teacher to invite the student and the special education teacher to visit the vocational classroom or lab. This seems like such a simple thing and yet many schools credit this advance work with the success of their placements.

WHAT SHOULD THE TEACHER FIND OUT FROM THE STUDENT?

- How does the student behave socially?
- Does the student try to answer questions?
- Do you think the student will be able to adjust to non-handicapped peers, especially the students back in the classroom?
- What are your general impressions of the student?
- How interested is the student in what you have to offer?
- What experiences has the student had in the past which could relate to training or employment?

WHAT ASSESSMENT SHOULD MY TEACHER AND I DO AFTER THE IEP IS WRITTEN IN PREPARATION FOR THE NEXT ONE?

You will do the same as before the IEP but with different emphasis. Now the student is in your program and in the teacher's class. You will both have a lot more opportunity to talk to the student and to observe the student's reaction to the program. Remember that you will be attending another IEP writing session toward the end of the year. Whatever you can find out during the year will be used at that meeting.

But if you really want the information to be useful, be organized. You are probably aware of this, but if you just write down your observations you will be more believable. And if you add the date, it will be even better. Don't feel you have to use a form, don't feel you have to be very formal. Just put the date and make a note.

Then, when the counselor or diagnostician does a psychological evaluation for the next IEP you and your teacher will be equipped with experiences and examples that can be included on the student's records.

WHAT DO I DO WHEN I THINK ADDITIONAL SERVICES ARE NECESSARY?

As an administrator, you will probably have received a request from the student's teacher. Your first step is to go to the special education personnel and request it. They will usually do all they can to support you. If they will not provide it, however, you can try to secure it yourself through

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support agencies (rehabilitation commission, advocacy organizations and so forth). Or you could see your superior. Or you could work through the parents. They can request that another IEP be written. As you see, you have several options.

When you and the student's teacher firmly believe that without a certain support service, the student cannot proceed in your program (in other words, that the placement is inappropriate), do not hesitate to make this known. The goal of P.L. 94-142 is to give a free, appropriate public education.

5

Inservice Activities

Marilyn Kok

What's true?
A personal note
Which job?
What's important?

CONCEPTS

All handicapped students are entitled to a free and appropriate education in the least restrictive environment.

The assessment of a student can be either a formal or informal process.

Assessment by observation can provide the teacher with much information about the student.

PERFORMANCE OBJECTIVES

The teacher will be able to determine what preconceived misconceptions exist.

Personnel will be able to identify important questions to ask handicapped students entering vocational programs.

Teachers will demonstrate the ability to identify long-range goals for handicapped students.

WHAT'S TRUE?

Materials Needed: List of statements
Pencils

Number of Participants: Any number

Approximate Time Needed: 15-20 minutes

Instructions:

1. Use this activity with *only* vocational educators. For a person with any background in special education, the test is far too easy.
2. Put participants into small groups. Give each person a copy of the statements, and have them indicate whether they believe the statements are true or false. Allow 5 minutes.
3. Go through the form after the group is finished.
4. If you think participants are becoming impatient with the test, or if the discussion is very slow, move on to another activity. With the right group, the activity will work very well.

(Questions 3, 6, 13, and 15 are true. All the rest are false.)

WHAT'S TRUE? STATEMENTS

TRUE FALSE

1. Retardation results from inborn inferiorities.
2. Retardation is due to accident at birth or in early childhood.
3. A retarded person can usually be taught or helped to develop and change.
4. Retarded people are usually the offspring of inferior parents or grandparents.
5. Retarded persons are a phenomenon of civilized socieites such as ours.
6. Under stress, retarded people react much as do normal persons.
7. You can tell a person is retarded just by looking.
8. Retarded people are more highly sexed than normal people.
9. Retarded people have criminal tendencies.
10. Retarded people can take care of themselves.
11. The retarded cannot turn out work of consistent quality.
12. The retarded cannot read and follow directions.
13. The retarded know they are different.
14. The retarded do not respond to human, friendly treatment as do normal people.
15. The retarded can tell whether a person is friend or foe.
16. The retarded are placid by nature.
17. The disabled child requires more patience.
18. Disabled people like to be with their own kind.
19. Disabled children are sick.
20. Disabled people are sad.
21. Retarded students need more love than other students.
22. Disabled students don't have much to look forward to in life.
23. Retarded adults are childlike.

A PERSONAL NOTE

Materials Needed: As required by speaker

Number of Participants: Any number

Approximate Time Needed: 15-20 minutes

Instructions:

1. Before the workshop, arrange for a teacher who has been successful with a handicapped student in vocational education, to answer the questions below. Give the speaker 15 minutes.
2. Leave 5 minutes for any additional questions.

QUESTIONS

1. What handicapping condition did your student have?
2. What was one problem you experienced in teaching the student?
3. How did you solve it?
4. When the student entered your class, how successful did you think the student would be?
5. How successful was the student? Why?
6. Was the student ever employed in your field?
7. What is the student doing now?
8. What new perspectives did this student leave you?

WHICH JOB?

Materials Needed: Which job? form
Pencils

Number of Participants: Any number

Approximate Time Needed: 20-30 minutes

Instructions:

1. Put the participants in smaller groups. Assign one of the students described below to each small group.

2. Based on these descriptions have participants go through the form and mark whether they believe each job would be an appropriate long-range goal for the student. Have them ready to defend their decision. Give five minutes.

3. Have them share their decisions with their small group. Give them ten minutes to come up with a group list.

4. Lead a discussion about the differences between the small groups' lists.

STUDENTS:

Sam Thompson is a mildly retarded student. He is 19 years old. Sam has a short attention span and is frequently inattentive. He is significantly below grade level in both reading and math. His motor skills are average for his age.

Tony Garza has an auditory learning disability and has difficulty following oral instructions. When receiving instructions Tony frequently requests that information be repeated. His math skills are good, but his reading skills are at about a third-grade level.

Tracy Wilson, a 16-year-old wheelchair-bound paraplegic, is paralyzed from the waist down. She moves around easily in her wheelchair and has full use of her arms. Her reading and math skills are at grade level and her performance in the building trades has been excellent.

Lorne Simpson, an 18-year-old partially blind student, must depend on his sense of touch for learning. He has some difficulty with eye-hand coordination and while his math is at grade level his reading is below grade level.

Peter Miller is a 19-year-old deaf student. He does some lip reading and signing. Peter is unable to recognize speech sounds, even with a hearing aid, and his reading and math are about two grades below his school-age peers.

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WHICH JOB?

POSSIBLE LONG-RANGE GOALS	*APPROPRIATE*	*NOT APPROPRIATE*	*APPROPRIATE WITH MODIFICATIONS*
Sales clerk			
General merchandising retailing			
Food stores			
Apparel and accessories store			
Motor vehicles and accessories			
Insurance			
Clerical			
Bank teller			
Bookkeeper			
Cashier			
File clerk			
Library attendant or assistant			
Mail carrier			
Proofreader			
Receptionist			
Secretary			
Stenographer			
Typist			
Office machine operator			
Automobile and accessories installer			
Cabinetmaker			
Carpet installer			
Construction			
Brickmason or stonemason			
Bulldozer operator			
Cement and concrete finisher			
Electrician's apprentice			
Floor layer			
Painter's apprentice			
Painter			
Paperhanger			
Plasterer			
Plumber			
Plumber's assistant			
Roofer			
Tile setter			
Electric power lineman			
Mechanics and repair people			
Air conditioning, heating, refrigeration			
Automobile body			
Automobile mechanic			
Farm implements			
Heavy equipment mechanics			
Household appliance and accessory installers and mechanics			
Office machine			
Radio and television			
Metal craftsmen			
Boilermaker			
Job and die setter			

	APPROPRIATE	NOT APPROPRIATE	APPROPRIATE WITH MODIFICATIONS
Machinist			
Sheetmetal worker			
Printing craftsmen			
Bookbinder			
Compositors and typesetters			
Phonoengraver and lithographer			
Pressman and plate printer			
Tailor			
Upholsterer			
Clothing ironer and presser			
Garage worker and gas station attendant			
Laundry and dry cleaning operator			
Meat cutter and butcher			
Welder and flame cutter			
Seamstress			
Bus driver			
Carpenter's helper			
Garbage collector			
Farm laborer			
Food service worker			
Bartender			
Busboy (or girl)			
Cook			
Dishwasher			
Food counter and fountain worker			
Waiter			
Health service			
Dental assistant			
Nurse's aid, orderly, attendant			
Child care worker			
Hairdresser and cosmetologist			
Shampooer			
Barber			
Guard or watchman			
Baggage porter or bellhop			
Chambermaid			
Janitor			
Delivery person			
Taxicab driver			

WHAT'S IMPORTANT?

Materials Needed: Art or news print
Paper/pencils
Masking tape

Number of Participants: Any number

Approximate Time Needed: 45-60 minutes

Instructions:

1. Hand out one piece of paper to each participant.
2. Ask them to individually and silently respond to the question below. Give them five minutes.
3. Then ask for one suggestion from each group member. List these on the art or news print.
4. Discuss as time allows. You will be given 10 minutes.
5. Choose the two most important suggestions and mark them.
6. Give your news print to the workshop leader to tape up and be ready to discuss your most important suggestion.

QUESTION

What would you ask a handicapped student who wants to enter your vocational program? List several suggestions. Be as specific as you want, but mark which vocational area or which handicapping conditions the questions would apply to.

5

Resources

Marilyn Kok

Organizations which can
assist with assessment
. . . . . Helpful materials

WHERE MIGHT I FIND ADDITIONAL INFORMATION ON THE VOCATIONAL ASSESSMENT OF HANDICAPPED STUDENTS?

- *Rehabilitation Commission*: These agencies are old hands at assessment. In addition to information, guidance, and further resources, if your student is eligible to receive services, rehabilitation agencies may even perform the entire assessment.

- *Mental Health/Mental Retardation:* These agencies may be able to provide counseling and other support services relating to career decisions.

- *Employment agencies:* State employment commissions have a valuable backlog of experience in finding jobs for handicapped clients. You could apply this experience to vocational assessment. (See the list in the Resources for Chapter 9, Employment).

- *Advocacy groups:* Many of these groups have put a lot of work into the assessment of handicapped individuals. Furthermore, they can offer suggestions as to what jobs have been available in the past. (See Chapter 4, Handicapping Conditions).

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WHAT BOOKS COULD YOU SUGGEST?

Probably the most extensive work done in this field is reported in this handbook:

Albright, Len, John Fabac, and Rupert Evans. A System for the Identification, Assessment, and Evaluation of the Special Needs Learner in Vocational Education. Urbana-Champaign: Bureau of Educational Research, University of Illinois, 1978.

I also highly recommend:

Donna Williams, Handicapped Assistance, 6200 N. Central Expressway, Suite 306, Dallas, Texas 75206, (214) 363-4554.

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6

Vocational Guidance

Nan Crowell

The vocational counselor--
a possible key to success. . . .
Support personnel in special
education

As an administrator, you may have one often-overlooked resource, your vocational counselor. While there are state guidelines concerning the duties of the vocational counselor, I have found that, in reality, their duties vary greatly from district to district.

Your vocational counselor could be a key in the success of your mainstreaming program. Why?

- The basic guidance training program usually includes some course work in special education.
- The vocational counselor already has a large degree of sensitivity to people and their problems or they wouldn't have chosen guidance as a career field.
- The vocational counselors must have demonstrated work-experience outside the field of education for certification and probably have some idea of what it's like "out there."
- Because of job structure, the vocational counselor can be mobile between campuses and departments and thus able to carry out many coordinating efforts.
- The vocational counselor can be available to participate in ARD and IEP meetings.

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- The vocational counselor can be given time and opportunity to visit programs in other districts and with other agencies and thus be able to serve as a resource person to your vocational teachers.
- The vocational counselor can assess testing programs more uniquely suited to special needs students.
- The vocational counselor can interact with students and staff in individual or small group counseling sessions.

WHO ARE THE SPECIAL EDUCATION PERSONNEL AVAILABLE FOR ASSISTANCE TO MY VOCATIONAL COUNSELOR AND WHAT ARE THEIR ROLES?

The Director of Special Education is the administrator for special education. The director has the most complete information on resources available in your school district.

The Teacher Supervisor of Special Education works regularly with all personnel in special education. The teacher supervisor can greatly facilitate matching students with appropriate support personnel.

The Diagnostician has training for student assessment and diagnosis. The diagnostician can administer appropriate tests or recommend resources for assessment outside the school where they are deemed necessary.

The Special Education Counselor has had specialized training in guidance for special education students.

The Resource Room Teacher is trained to teach handicapped children. This person works most closely with these children on a daily basis.

The Vocational Adjustment Coordinator (VAC) works with handicapped students who are working part-time in the community. The VAC places handicapped students on the job and stays abreast of their progress on the job.

The Homebound Teacher has the responsibility of teaching students who cannot attend school. These students may be out of school temporarily or physically unable to ever attend school.

WILL MY DISTRICT HAVE ALL THESE SUPPORT SPECIAL EDUCATION PERSONNEL?

Not necessarily. Your district will, however, have some of these or your school may be a member of a special education co-op.

IS A SPECIAL EDUCATION CO-OP THE SAME AS A CO-OP IN VOCATIONAL EDUCATION?

No--not at all. A special education co-op is a co-operative effort between 2 or more school districts to provide more complete special education resources. These co-operative school districts share personnel and expenses.

6

Inservice Activities

Lindy Wright

Body talk
Decisions, decisions. . .
Opinionnaire
What's your opinion?
Handicapped speaker
How does it feel?

CONCEPTS

Handicapped students have special vocational guidance needs.

Vocational Counselors must understand and value individual differences.

A counselor must have a positive attitude toward the handicapped before they can successfully work with them.

PERFORMANCE OBJECTIVES

Vocational Counselors will be able to assist students with the decision making process.

Vocational Counselors will be able to meet the individual needs of the handicapped student.

Vocational Counselors will be able to demonstrate a positive attitude toward the handicapped by showing a empathic understanding of problems.

BODY TALK (ATTENDING BEHAVIOR)

Materials Needed: None

Number of Participants: 5-25

Approximate Time Needed: 20 minutes

Instructions:

1. Ask for 2 male and 2 female volunteers for role playing situation. Ask them to leave the room.
2. Instruct group to watch for attending behavior. Males usually tend to be less "touchers" than females, will tend to stand farther apart, etc.
3. Instruct the volunteers outside that they will be greeting each other, (the 2 males first, then the 2 females) that they are long-time friends and are seeing each other again for the first time in several years. They are to carry on conversation for about 2-3 minutes but are not to know what the group will be watching for.
4. One male then enters, the other then knocks on the door and the role playing proceeds for 2-3 minutes. The same happens with the female volunteers before there is any discussion.
5. A discussion follows and observers note and discuss the differences between the way the males and females interacted.

DECISIONS, DECISIONS. . .

Materials Needed: Transparency
Problem Sheets

Number of Participants: 10-100

Approximate Time Needed: 30 minutes

Instructions:

1. Presenter shows decision-making transparency to group and discussed and clarifies each step.
2. The problem sheet is then passed out to the participants and they are to solve the problem.
3. Volunteers are then asked to share with the group their solutions to the problem, difficulties encountered in meeting the problem, etc.

DECISION MAKING PROCESS

STEP 1: DEFINE THE PROBLEM.

STEP 2: IDENTIFY YOUR GOAL.

STEP 3: CONSIDER ALTERNATIVES.

STEP 4: ANALYZE THE CONSEQUENCES OF EACH ALTERNATIVE.

STEP 5: SELECT THE BEST ALTERNATIVE.

Problem Situation:

As of the end of this school year, it will no longer be possible for you to continue working in the field of education. You need employment, and must now make a decision as to what job you can step into immediately or for which you can retrain.

Step 1: *Define the problem.* (What specifically is the real problem?)

Step 2: *Identify your goal.* (Consider your assets, interests, and values.)

Step 3: *Consider all alternatives* (Think as freely as you can; consider any possibility or dream.)

Step 4: *Analyze the consequences of each alternative.* (Consider both the good and bad consequences.)

Step 5: *Select the best alternative.*

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OPINIONNAIRE

Materials Needed: Semantic Differential Forms
Pencils

Number of Participants: Minimum 15, Maximum 75

Approximate Time Needed: 20 minutes

Instructions:

1. Divide group into three smaller groups.
2. Give each person in each group a semantic differential form. One group will be given "Handicapped Student," one group "Average Student," one group "Ideal Student."
3. Instruct participants to mark on the form how they honestly feel about that student. (Groups are not to know they each have a different student.)
4. Each group is to decide on five words from their lists that best describes their student.
5. The presenter writes on the board the descriptive words from each group and labels the words by the type of students being described.
6. The presenter instigates a discussion and comparison of the likenesses and differences perceived between each of the three students.

IDEAL STUDENT

ATTRACTIVE	_ _ _ _ _ _ _	UNATTRACTIVE
GOOD	_ _ _ _ _ _ _	BAD
CLEAN	_ _ _ _ _ _ _	DIRTY
KIND	_ _ _ _ _ _ _	CRUEL
PLEASANT	_ _ _ _ _ _ _	UNPLEASANT
HONEST	_ _ _ _ _ _ _	DISHONEST
EXCITABLE	_ _ _ _ _ _ _	CALM
HEALTHY	_ _ _ _ _ _ _	UNHEALTHY
HAPPY	_ _ _ _ _ _ _	SAD
INTERESTING	_ _ _ _ _ _ _	BORING
STABLE	_ _ _ _ _ _ _	UNSTABLE
COOPERATIVE	_ _ _ _ _ _ _	UNCOOPERATIVE
MORAL	_ _ _ _ _ _ _	IMMORAL
DANGEROUS	_ _ _ _ _ _ _	SAFE
PASSIVE	_ _ _ _ _ _ _	ACTIVE
POLITE	_ _ _ _ _ _ _	RUDE
SELF-CONTROLLED	_ _ _ _ _ _ _	UNINHIBITED
INTELLIGENT	_ _ _ _ _ _ _	STUPID
WEAK	_ _ _ _ _ _ _	STRONG
HOSTILE	_ _ _ _ _ _ _	FRIENDLY
WITTY	_ _ _ _ _ _ _	HUMORLESS
SOCIABLE	_ _ _ _ _ _ _	UNSOCIABLE
RELIABLE	_ _ _ _ _ _ _	UNRELIABLE
SUCCESSFUL	_ _ _ _ _ _ _	UNSUCCESSFUL

AVERAGE STUDENT

Attractive	_ _ _ _ _ _ _	Unattractive
Good	_ _ _ _ _ _ _	Bad
Clean	_ _ _ _ _ _ _	Dirty
Kind	_ _ _ _ _ _ _	Cruel
Pleasant	_ _ _ _ _ _ _	Unpleasant
Honest	_ _ _ _ _ _ _	Dishonest
Excitable	_ _ _ _ _ _ _	Calm
Healthy	_ _ _ _ _ _ _	Unhealthy
Happy	_ _ _ _ _ _ _	Sad
Interesting	_ _ _ _ _ _ _	Boring
Stable	_ _ _ _ _ _ _	Unstable
Cooperative	_ _ _ _ _ _ _	Uncooperative
Moral	_ _ _ _ _ _ _	Immoral
Dangerous	_ _ _ _ _ _ _	Safe
Passive	_ _ _ _ _ _ _	Active
Polite	_ _ _ _ _ _ _	Rude
Self-Controlled	_ _ _ _ _ _ _	Uninhibited
Intelligent	_ _ _ _ _ _ _	Stupid
Weak	_ _ _ _ _ _ _	Strong
Hostile	_ _ _ _ _ _ _	Friendly
Witty	_ _ _ _ _ _ _	Humorless
Sociable	_ _ _ _ _ _ _	Unsociable
Reliable	_ _ _ _ _ _ _	Unreliable
Successful	_ _ _ _ _ _ _	Unsuccessful

HANDICAPPED STUDENT

ATTRACTIVE	_ _ _ _ _ _ _	UNATTRACTIVE
GOOD	_ _ _ _ _ _ _	BAD
CLEAN	_ _ _ _ _ _ _	DIRTY
KIND	_ _ _ _ _ _ _	CRUEL
PLEASANT	_ _ _ _ _ _ _	UNPLEASANT
HONEST	_ _ _ _ _ _ _	DISHONEST
EXCITABLE	_ _ _ _ _ _ _	CALM
HEALTHY	_ _ _ _ _ _ _	UNHEALTHY
HAPPY	_ _ _ _ _ _ _	SAD
INTERESTING	_ _ _ _ _ _ _	BORING
STABLE	_ _ _ _ _ _ _	UNSTABLE
COOPERATIVE	_ _ _ _ _ _ _	UNCOOPERATIVE
MORAL	_ _ _ _ _ _ _	IMMORAL
DANGEROUS	_ _ _ _ _ _ _	SAFE
PASSIVE	_ _ _ _ _ _ _	ACTIVE
POLITE	_ _ _ _ _ _ _	RUDE
SELF-CONTROLLED	_ _ _ _ _ _ _	UNINHIBITED
INTELLIGENT	_ _ _ _ _ _ _	STUPID
WEAK	_ _ _ _ _ _ _	STRONG
HOSTILE	_ _ _ _ _ _ _	FRIENDLY
WITTY	_ _ _ _ _ _ _	HUMORLESS
SOCIABLE	_ _ _ _ _ _ _	UNSOCIABLE
RELIABLE	_ _ _ _ _ _ _	UNRELIABLE
SUCCESSFUL	_ _ _ _ _ _ _	UNSUCCESSFUL

WHAT'S YOUR OPINION?

Materials Needed: Number Sheets
List of Statements

Number of Participants: 25-100

Approximate Time Needed: 15-20 minutes

Instructions:

1. Presenter explains to the group that they will "literally" take a stand on mainstreaming the handicapped.
2. The number sheets are spread from one end of the room to the other. A +2 is if you strongly agree with the statement, a -2 is if you strongly disagree with the statement.
3. The presenter reads a statement from the list and participants are to stand on the number that best describes their feelings about that statment.
4. The presenter then asks someone at each end of the continuum to defend their position. A short discussion of that stand may follow. The presenter should stay neutral.
5. Each statement is read and acted upon until all statements (or participants) are exhausted.

STRONGLY AGREE

+2

AGREE

+1

151

NEUTRAL

0

DISAGREE

-1

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STRONGLY DISAGREE

-2

LIST OF STATEMENTS

1. Handicapped students belong in Special Education programs.
2. An easier curriculum must be provided for the special need student.
3. Mainstreaming means all handicapped students will be put in regular classes.
4. Special education personnel do not understand, and have no desire to understand vocational programs.
5. Vocational teachers do not want special education students in their classes.
6. Vocational teachers are not trained to work with handicapped students.
7. Regular students will harrass the handicapped student.
8. A "free and appropriate" education implies that even the severely and profoundly retarded must be admitted to public schools.
9. Handicapped children present a safety hazard to others in vocational classes.
10. Handicapped students can't really benefit from vocational training.
11. Special education students cannot compete in youth leadership contests.
12. Vocational courses are already overcrowded with students as it is without adding handicapped students.
13. The vocational teacher will have to spend too much time with the handicapped student.
14. Special education students are only placed into vocational classes to meet the whims of the counselor.
15. A handicapped student in a regular vocational program will "slow down" the other students.

HANDICAPPED SPEAKER

Materials Needed: None, unless requested by speaker.

Number of Participants: Any number.

Approximate Time Needed: 30-45 minutes

Instructions:

1. A handicapped person is featured as a guest speaker to relate experiences, problems, barriers, and successes encountered.
2. If scheduled to speak just before a break, participants can be invited to visit with the speaker and ask questions.

HOW DOES IT FEEL?

Materials Needed: Situation Sheets
Pencils/paper

Number of Participants: 10-50

Approximate Time Needed: 15-20 minutes

Instructions:

1. Break large groups into groups of 5-8 people.
2. Give each person a situation sheet and have each person write down how they would respond to that student. Allow approximately 10 minutes for responses.
3. Discuss within the groups the responses, why they responded as they did, how they might have responded differently, what they thought that student was feeling, etc.

SITUATION SHEET

1. "I hate school, I've had it with this dumb place. . ."

2. "I'm not happy at home, my mom and dad are always fighting and they don't want me around. . ."

3. "Everybody is always making fun of the way I walk. I can't help it, I had polio as a kid. I don't have any friends. . ."

4. "That Mr. Conners! He embarrassed me in class again today. I just can't read out loud and he's always calling on me. He's a real turkey!"

5. "That blind kid--she's got it made! The teachers don't make her do anything, but they make everybody else work like crazy. It just isn't fair!"

6

Resources

Nan Crowell

Resources available to the vocational counselor. . . . National associations. . . . . . . Resources for the counselor's library

WHAT ARE SOME ADDITIONAL RESOURCES AVAILABLE TO THE VOCATIONAL COUNSELOR FOR ASSISTING HANDICAPPED STUDENTS?

- *Employers* in the community may be willing to provide job try-out opportunities early in a student's vocational training.
- The department of *rehabilitation* may be able to provide the student assistance in pretraining assessment, vocational counseling and placement.
- *Private agencies* such as Goodwill Industries sometimes offer vocational services similar to those provided by the department of rehabilitation. Such agencies can provide a vital link between school and employment, and contact with them greatly enhances a student's vocational future.
- *Community service organizations* such as Kiwanis or Lions Club which raise funds for equipment purchases or for special activities.
- The local *library* which will have listings of additional resources.

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- *Associations formed to support specific handicaps* such as:

  The National Association for Retarded Citizens (local chapter)
  The state agency for speech and hearing
  The state agency for the blind

- *National associations* such as:

  The Council for Exceptional Children
  1920 Association Drive
  Reston, VA 22091

  NAVESNP
  American Vocational Association
  2020 N. 14th St.
  Arlington, VA 22201

  President's Committee on Employment of the Handicapped
  1111 20th St. NW
  Washington, D. C. 20210

  Bureau of Education for the Handicapped
  U. S. Office of Education
  400 Maryland Avenue SW
  Washington, D. C. 20202

WHAT ARE SOME RESOURCES THAT COULD BE ADDED TO THE VOCATIONAL COUNSELOR'S LIBRARY?

Appleby, J. A. *Training Programs and Placement Services: Vocational Training and Placement of the Severely Handicapped.* Salt Lake City: Olympus Publishing Company, 1978.

. This handbook presents 152 summary descriptions of vocational training programs and placement services for severely handicapped individuals in the U. S. Its purpose is to acquaint professionals with a resource directory of national scope. Summary information on each program includes program description, size, clients served, certification and/or licensing, staff, facilities, assessment, and cost.

Bowe, Frank. *Handicapping America, Barriers to Disabled People.* New York: Harper and Row, 1978

"America handicaps disabled people. And because that is true, we are handicapping America itself."

So begins Dr. Frank Bowe's unusual new book which talks about attitudes toward disabled people that handicap their ability to be productive citizens.

Almost 36 million Americans have physical, mental and emotional disabilities--one out of six of us. Yet, for two centuries, we have designed a nation for the average, able-bodied majority, and so today millions of people cannot enter many of our buildings, ride our subways and buses, enjoy educational and recreational programs or use our communications systems.

Drawing upon extensive evidence and his three decades of personal and professional experience with disability, Dr. Bowe writes this book for all of us. Only when we have seen the problems can we see the solutions. Only then can we begin to build a barrier-free America.

Brolin, Donn E. (ed.) *Life Centered Career Education: A Competency Based Approach*. Reston, Virginia: The Council for Exceptional Children, 1978.

This curriculum was conceived in the field of special education based on the belief that handicapped individuals can function competently, given appropriate learning experiences.

The project was field tested among participants in six school districts. The refined product was then evaluated by five national special education experts. An interesting group of unplanned side effects developed. These were:

an increase in mainstreaming
improvement in individualized instruction for all students
broadened curriculum for regular students
improved relationships with community agencies
a common focus for team efforts

While this curriculum was originally developed for use with mildly retarded secondary students, the 22 specific learner competencies are quite appropriate for all students. Learner objectives, activity description, suggested adult roles competency assessment rating scale and a resource guide combine to make this a fairly complete career education curriculum for special needs and other students.

Clelland, Richard. *Civil Rights for the Handicapped*. Arlington, Virginia: American Association of School Administrators, 1978.

The goals of this handbook are: (a) to make the reader more aware of the various dimensions of administrative decision-making necessary for successful planning, and (b) to provide the reader with suggested program planning, conducting and analyzing activities to facilitate service delivery effectiveness and efficiency.

The author notes that this handbook is not intended to be a comprehensive planning document for Section 504 implementation, nor does it examine all the possible organizational structure and operation changes that may be necessary to implement Section 504.

Issues are succinctly addressed and easily assessed in this handbook written primarily for school administrators.

Craig, D. P. *Hip Pocket Guide to Planning and Evaluation: Trainer's Handbook.* Learning Concepts, 1978.

This handbook offers a training design, suggested procedures, and a complete set of materials for conducting a workshop or training program on planning and evaluation using the *Hip Pocket Guide to Planning and Evaluation* as a participant workbook or text. The training design incorporates a variety of active learning techniques for teaching a step-by-step process for defining a problem, setting objectives, deciding among alternate strategies, preparing for implementation, and designing and using evaluative information. The guide was developed as a basic preview to the planning process and the workbook format allows the reader to work through his/her plan at each step of the way.

Dahl, Peter R., J. A., Lipe, Dewey, *Mainstreaming Guidebook for Vocational Educators,* Salt Lake City: Olympus Publishing Company, 1978.

This book begins with the sentence, "A handicapped individual's capabilities are much more important than that person's limitations," which aptly sets the stage for all that follows. The writers take a positive approach to challenges such as developing positive staff and student attitudes, architectural barriers, assessment, curriculum modification and job placement. Also included is a description of the various handicapping conditions and a list of agencies and organizations serving the handicapped. The book takes a thoroughly upbeat tone emphasizing success and not failure, because success is the goal. It is well written and would be an excellent resource book for anyone working with vocational education for the handicapped.

Davis, S. and Ward, M. *Vocational Education of Handicapped Students: A Guide for Policy Development.* Reston, Virginia: The Council for Exceptional Children, 1978.

This guide is designed to assist state and local educational agencies and intermediate educational units in developing administrative policies for the vocational education of handicapped students. It contains general descriptions of policy areas and developmental guidelines which present a variety of information for the policy maker. The guidelines review the applicable public laws, present issues related to the policy area, outline elements of good practice, and in some instances cite references where further information can be obtained. The guide is divided into the following nine sections: Identification of Students; Vocational Assessment; Individualized Education Programs; Program Placement; Service Delivery; Planning and Administration; Facilities and Equipment; Personnel; and Fiscal Management.

Education U. S. A. *Educating the Handicapped.* Arlington, Virginia: National School Public Relations Association, 1977.

Educating the Handicapped is one of a series of Education U. S. A. Special Reports on current trends in school policies and programs. The purpose of the series is to provide school practitioners at all levels with the most up-to-date information on the issues of today's constantly changing education scene. This volume deals pragmatically with public education for the handicapped. After explaining the laws, this publication addresses step by step procedures on issues such as local leadership, developing individualized programs, mainstreaming training teachers, working with parents, and architecture.

Finch, Curtis R., Crunkilton, John R. *Curriculum Development in Vocational Technical Education.* Boston: Allyn and Bacon, Inc. 1979.

This publication is written for teachers, curriculum coordinators, administrators, state education personnel, and private industry trainers interested in developing vocational and technical curricula. It offers a number of helpful principles and strategies for curriculum planning, development, and implementation.

It covers all areas of vocational and technical education. Also, it offers numerous principles, strategies, detailed guidelines, and practical examples for systematically developing vocational and technical curriculum. Included are three appendices of ready-made forms to use with students.

Grosenick, Judith K., Reynolds, Maynard C., *Teacher Education Renegotiating Roles for Mainstreaming*. Minneapolis, Minnesota, The University of Minnesota, The Council for Exceptional Children and The Teacher Education Division of C. E. C., 1978.

P. L. 94-142 rules out blanket judgments by local school officials that specific types of handicapped children shall be educated in special classes. This law can be implemented only if fundamental changes in the preparation of our teachers are brought about. It was out of this concern for the need for change in institutions of higher education that this volume evolved.

The focus of this volume is upon the changes that are needed in teacher-education programs to address the process of mainstreaming handicapped children. The papers represent a number of approaches to implementing this reconceptualization of teacher education. The authors, who are associated with Dean's Grants Projects, speak from different professional viewpoints.

Kelly, L. J. and Vergason, G. A. *Dictionary of Special Education and Rehabilitation*. Denver: Love Publishing, 1978.

Anyone not extensively involved in special education and rehabilitation is likely to be confused by some of its unique jargon. Through this publication, the authors hope to give more meaning to the language of special education and rehabilitation. They have attempted to compose the definitions in the clearest, most practical manner possible; and key terms within the definitions are cross-referenced by use of italics.

National Association of State Directors of Special Education. *Functions of the Placement Committee in Special Education: A Resource Manual*. Washington, D. C. NASDSE, 1976.

This is a resource manual designed for two major audiences: local school district personnel and state education agency personnel. Its objective is to provide a guide for placement committees to follow in fulfilling their responsibilities, especially in developing individualized education programs for handicapped children and a guide for those responsible for training placement committees in meeting federal and state requirements. The manual is divided into four major sub-sections: (1) an overview of Public Law 94-142 and an introduction to the functions of the placement committee; (2) a series of sections covering each

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committee function; (3) an activities checklist to be used to guide the committee through all resources such as sample state guidelines forms, due process procedures and suggestions for preparing Individual Implementation Plan forms.

Weiner, B. B. (ed.) *Periscope: View of the Individualized Education Program.* Reston, Virginia: The Council for Exceptional Children, 1978.

The papers in this volume were abstracted from an original pool of 115 scheduled conference sessions. They are concerned with matters ranging from social and philosophical perspectives to local school district and building practices. They are representative of the prevading themes of the Topical Conference on Individualized Education Program Planning: professional preparation, the participatory process working with parents, accommodation for particular needs populations and environments, and manageable administration.

7

Individualized Education Program

Kenne G. Turner

Who writes it. . . .Vocational educator's role. . . . Responsibilities. . . .Timing . . . .What's included. . . . Accountability

As an administrator, you are well aware that your basic task is to manage data, people, and curricular programs. To be an effective manager you must use management tools. The usage of management tools assures a better linkage between your responsibilities and the needs of students. There are many management tools available to assist you. These tools help you to plan, organize, and control the programs you administer.

If you accept this thesis, then it should be easy for you to accept the premise that an individualized educational program (IEP) is a management tool. Proper use of an IEP will enable you to plan, organize, and control to meet the educational needs of handicapped students. Placement of handicapped students in vocational programs without first developing an IEP can weaken your ability to meet the needs of students. Therefore, a student should not be placed in a vocational program until an IEP committee has interpreted the student's needs and identified appropriate program goals and objectives.

Since management and development of an IEP is a team process, in this chapter I will answer questions related to the "who," "what," "where," "when," and "how" of IEP development. I will conclude with a brief discussion of the due process procedure.

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WHO SHOULD BE ON THE IEP COMMITTEE?

Many administrators have begun to rely more frequently on committees to provide decision making data and develop curricular programs. The successful use of committees depends on factors I will be discussing in this chapter.

The writers of P.L. 94-142 were well aware that no one person is likely to know and understand all the special needs of a given handicapped student. It is also not likely that any one person would know what services would best fulfill the handicapped student's needs. Therefore, it is important that individuals who can provide information on handicapped students be included on the IEP committee. Successful placement of handicapped students has been shown to be directly related to the number of knowledgeable people on the IEP committee.

To assist in identifying a minimum number of IEP committee members, P.L. 94-142 legislated that the committee should include:

- *A special education supervisor*
- *The student's teacher*
- *The student's parent, guardian, or designated parental representative*
- *The student, if appropriate*

It is important to remember that the exact number of members on an IEP committee will vary depending on that student being considered. The following committee membership is given as an example when considering IEP development and placement in a vocational program.

- *Vocational administrator or vocational supervisor*
- *Special education supervisor*
- *Vocational teacher who will instruct the handicapped student*
- *Special education teacher*
- *Vocational counselor*
- *Parent of the student being considered*
- *The student, if appropriate*
- *Professional diagnostic person who can provide assessment data and assist in making interpretations of tests.*

WHAT CAN I DO TO ASSIST IEP COMMITTEE MEMBERS?

Whether you might be an administrator serving on an IEP committee or not, there are certain things you can do to assist committee members in meeting committee responsibilities. By providing the following assistance you will help the committee be a more effective interdisciplinary group and avoid common barriers to team functioning.

1. *Provide information on the purpose and function of the IEP committee.*

   This is helpful in avoiding morale and participation problems. Members are eager to participate and become more involved if the purpose of the committee has been properly communicated.

2. *Provide information on the roles and responsibilities of committee members.*

   This, again, is very important in avoiding morale and participation problems. It will assist in giving the committee the authority to make the necessary recommendations for a given case. Role and responsibility information will also help to reduce interpersonal conflicts between members.

3. *Provide assessment process.*

   Incomplete or ineffective data on the student can make IEP development and student placement very difficult. A system for proper assessment of students can help assure that appropriate decisions are made in meeting the needs of handicapped students.

4. *Provide outside consultive assistance.*

   In some cases outside experts such as medical doctors should be used as part of the assessment process and as a member of the IEP committee.

5. *Provide standardized forms and procedures.*

   The assessment of data and development of IEP's can be more efficiently evaluated, developed, and administered if standard forms and procedures are used.

6. *Provide support materials and program placement alternatives.*

   The IEP committee can better identify the least restrictive environment if provisions for and information on support materials and placement alternatives are provided.

7. *Provide for active parent involvement.*

   You must realize that for most parents their involvement in educational planning is new. As a new educational team member parents have special problems that must be dealt with to assure their participation.

8. *Provide for formal avenues of communication.*

   A system for assuring that communication exists between committee members and program administrators can assist the process of meeting the vocational needs of the handicapped.

WHAT ARE THE RESPONSIBILITIES OF IEP COMMITTEE MEMBERS?

The overall responsibility of the IEP committee is to work together as a team. No one person should dominate the proceeding. The interpretations and planning should make use of the interdisciplinary nature of the committee, and only team recommendation should be made. This will insure a high probability that the resulting IEP will be implemented. It is the responsibility of the committee to only recommend approaches, materials, and methods that are readily available to the teachers and resource personnel who will implement the IEP.

The IEP committee should at all times keep the needs of the students in mind. If the following general functions are performed, the resulting recommendations and IEP should provide for the vocational needs of the handicapped student.

1. *Review all available assessment data.*

   If adequate data is not available, then it is the responsibility of the committee to request additional assessments.

2. *Ensure that program placement is not based soley on students' command of English.*

   Linguistically different students may have to be assessed in the language they command.

3. *Ensure that program placement is not based solely on socio-economic and cultural differences.*

   A student should not be placed in a special education program because of (a) a different cultural life-style, (b) lack of past educational opportunities, or (c) lack of achievement in previous educational experiences.

4. *Determine if the student is eligible for placement in a vocational program.*

   All committee members should be aware of the criteria for placement.

5. *Develop or modify the IEP.*

   Each member should actively participate in the development of a realistic IEP that will expand the vocational education opportunities of the student.

6. *See that the student is placed in the least restrictive environment.*

   Where possible, assistance should be given handicapped students to participate in regular vocational education.

7. *Review and evaluate the IEP annually.*

   The law says that special education assignments should be reviewed once a year, but if necessary the committee should change or terminate the plan whenever appropriate education is not taking place.

8. *Provide a summary of all deliberations, findings, and recommendations.*

   This summary should be easily understood and contain the signatures of all committee members.

9. *Observe all procedural safeguards.*

   Each member of the IEP committee should be aware of the procedural safeguards as identified in Subpart E of the Rules and Regulations for the Education of the Handicapped Children Act.

WHEN SHOULD AN IEP BE DEVELOPED?

Once your agency has determined that a student is eligible for placement in special programs, an IEP should be developed. If the student is already in a special program and a new placement is being made, a new IEP should be developed. An IEP is a statement of the special education and related services that are to be provided a student. The development of an IEP should take place at a meeting attended by the parent and the student's teacher if they had not yet been part of your school's assessment and placement committee. Parents must be notified that an IEP for their child is going to be developed and that they are to be part of the development team. The meeting time and place must be mutually agreed upon by the parents and the school.

If for some reason the parent cannot attend the meeting, you must (1) inform the parent of the options discussed by school personnel in developing the IEP; (2) see that the parents receive a copy of the IEP; (3) make accessible all records concerning the

IEP and placement of the student; and, (4) inform the parents of their hearing rights on any matter concerning the IEP or placement of the student. This last point is frequently overlooked by administrators, which can result in an unnecessary breakdown of communication between the school and parents. By taking the time to insure that parents are informed, you can reduce the likelihood of any grievance going to the hearing stage and therefore save time and money for both the school and the parents.

WHAT SHOULD BE IN THE IEP?

According to P.L. 94-142, the content of the individualized education program for each student must include:

1. A statement of the child's present level of educational performance; (What are the strengths and weaknesses of the child?)

2. A statement of annual goals, including short term instructional objectives; (Short term instructional objectives are general in nature and should not be interpreted as being specific behavioral objectives.)

3. A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular education programs; (The legislation consistently emphasizes the need for assisting handicapped persons to participate in regular vocational education.)

4. The projected dates for initiation of services and the anticipated duration of the services; and

5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

IS THE PUBLIC AGENCY HELD ACCOUNTABLE FOR THE GOALS AND OBJECTIVES OF THE IEP?

Many administrators feel uneasy over the use of IEP's because they believe the individualized education program constitutes a guarantee by the school and the teacher that the student fulfill all the stated goals and objectives. The Education of Handicapped Children Act does not require such accountability. However, it does state that schools and teachers should make "good faith" efforts to assist the student to achieve the goals and objectives in the IEP. The parents have the right to ask for revisions in the IEP if they feel that such efforts are not being made.

WHERE CAN THE HANDICAPPED STUDENT BE PLACED?

The important factor to remember in determining placement of the student is that each handicapped student has the right to be placed as much as possible with children who are not handicapped. Any time a handicapped student's vocational education needs can be met in a regular classroom with the use of supplementary resources, then such placement is most appropriate.

If the least restrictive environment is not the regular classroom with supplementary resources, then the following placements should be considered:

- *a combination of regular vocational classes and special education classes*
- *special vocational classes in a separate classroom*
- *home instruction*
- *special school or institutions*
- *residential placements*

If the public agency decides that the student should be placed in a residential program, such placement should be at no cost to the parents of the student. However, the parents must pay all costs if they choose to place the child in a private school. Whatever the placement decision is, parents may ask for a hearing on any matter pertaining to the IEP or placement of the student.

WHAT ARE THE DUE PROCESS SAFEGUARDS?

It is the responsibility of both the local and state education agencies to provide appropriate administrative due process procedures that guarantee full protection of the law to handicapped children, their parents, and the schools. If a public agency decides to change or refuses to alter a student's education program, the parents must be notified in writing. It is the responsibility of the school to explain what it proposes or refuses to do for the student, the criteria for its decision, and the procedural safeguards identified in sub-part E of P.L. 94-142. It is important that parents understand the written consent. Whether the parents consent or not, they may request a hearing on any matter related to their child's education. The school may also initiate a hearing related to the students' education. (See the following chart.)

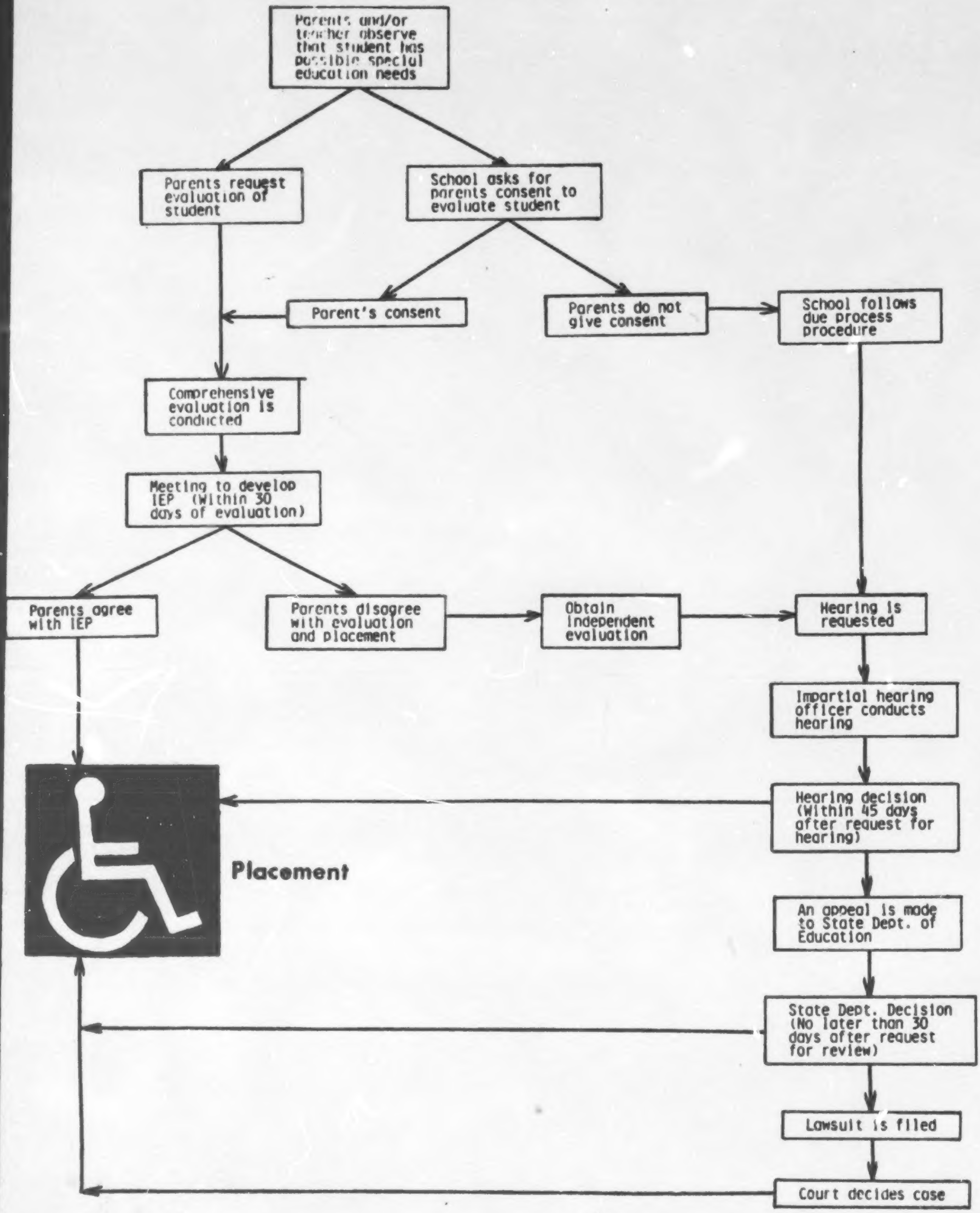
If a hearing is requested, the hearing must be conducted by an impartial hearing officer. This individual cannot be an employee of a public agency involved in the education or care of the child, or anyone who might gain from a decision being made.

The decision of the hearing officer is final unless the parents or the school appeals. If there is an appeal, the state education agency must conduct an impartial review of the hearing record. At that time the official conducting the review can seek additional evidence, and/or offer an opportunity to make an oral or written argument. The decision of the reviewing official is final unless the parents or the school files a petition in court.

Even though the due process procedure is designed to provide a less expensive avenue to settle disputes without going to court, the hearing process can still be expensive for both the parents and the school. As an administrator, you might want to consider calling a pre-hearing conference with the parents to specifically define the issue being questioned, i.e., student identification, evaluation, placement, and/or free and appropriate education. A pre-hearing conference would serve to clarify the issues, which would assist in the actual hearing process or possibly lead to settling the grievance before taking it to the hearing stage.

A lack of knowledge on the part of parents, teachers, and administrators results in the evaluation phase of student identification being improperly conducted. When placement is based on poor student evaluation there is an increased likelihood of the student's placement being contested. Many hearing officers have expressed the belief that poor student evaluation is the major cause leading to due process hearings.

EVALUATION, PLACEMENT AND DUE PROCESS PROCEDURES


Parents and/or teacher observe that student has possible special education needs
Parents request evaluation of student
School asks for parents consent to evaluate student
Parent's consent
Parents do not give consent
School follows due process procedure
Comprehensive evaluation is conducted
Meeting to develop IEP (Within 30 days of evaluation)
Parents agree with IEP
Parents disagree with evaluation and placement
Obtain independent evaluation
Hearing is requested
Impartial hearing officer conducts hearing
Hearing decision (Within 45 days after request for hearing)
Placement
An appeal is made to State Dept. of Education
State Dept. Decision (No later than 30 days after request for review)
Lawsuit is filed
Court decides case

Developed by Kenne G. Turner, Texas A&M University, 1979

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Inservice Activities

Lindy Wright

ARD/IEP Overview
IEP Case study
Who's responsible?
NGT (Nominal Group Technique) - Problem Solving

CONCEPTS

A free and appropriate education must be provided for all students.

Meeting the needs of the handicapped requires communication and cooperation among team members.

An IEP must be developed for each special needs student.

PERFORMANCE OBJECTIVES

The teacher will be able to develop and implement an IEP for a special needs student.

Personnel will demonstrate the ability to determine placement of a handicapped student in a vocational program.

The teacher will be able to cooperate and communicate with others in an ARD committee meeting.

Personnel will be able to implement procedural safeguards when placing students in vocational programs.

ARD/IEP AND DUE PROCESS OVERVIEW

Materials Needed: Transparencies
Handouts

Number of Participants: Any number

Approximate Time Needed: 30-45 minutes

Instructions:

1. A lecture/discussion presentation is given using transparencies and giving each participant a handout of the transparencies after the presentation.
2. Participants could be asked prior to the workshop to prepare questions for the presenter to answer after the presentation.
3. Presenter should encourage questions and discussion throughout the presentation.

ARD COMMITTEE MEMBERSHIP

- AT LEAST THREE MEMBERS, REPRESENTING THE AREAS OF ADMINISTRATION, INSTRUCTION, AND ASSESSMENT (INCLUDING AT LEAST ONE REPRESENTATIVE OF SPECIAL EDUCATION).
- DESIGNATED EDUCATIONAL LIAISON.
- THE STUDENT'S PARENT OR GUARDIAN OR DESIGNATED PARENTAL REPRESENTATIVE.
- THE STUDENT, WHERE APPROPRIATE.

ARD COMMITTEE RESPONSIBILITIES

EACH DISTRICT OR SPECIAL EDUCATION COOPERATIVE MUST ESTABLISH AT LEAST ONE ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE TO PERFORM THE FOLLOWING FUNCTIONS WITHIN THE SPECIAL EDUCATION INSTRUCTIONAL PROGRAM:

(A) REVIEW ALL AVAILABLE DATA;

(B) ENSURE THAT LINGUISTICALLY DIFFERENT STUDENTS ARE NOT ASSIGNED TO SPECIAL EDUCATION ON THE BASIS OF CRITERIA WHICH WERE DEVELOPED SOLELY ON THE COMMAND OF THE ENGLISH LANGUAGE;

(C) ENSURE THAT STUDENTS ARE NOT PLACED IN SPECIAL EDUCATION BECAUSE OF DEFICIENCIES THAT ARE DIRECTLY ATTRIBUTABLE TO (1) A DIFFERENT CULTURAL LIFE-STYLE, (2) NOT HAVING HAD EDUCATIONAL OPPORTUNITIES, OR (3) NOT HAVING ACHIEVED FROM PREVIOUS EDUCATIONAL EXPERIENCES;

(D) DETERMINE IF THE STUDENT MEETS THE ELIGIBILITY CRITERIA;

(E) INITIATE DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PLAN OR MODIFY THE EXISTING PLAN;

(F) MAKE APPROPRIATE INSTRUCTIONAL PLACEMENT DESIGNATION;

(G) REVIEW ALL SPECIAL EDUCATION ASSIGNMENTS ANNUALLY TO DETERMINE CONTINUATION, CHANGE, REAPPRAISAL, OR TERMINATION.

ARD COMMITTEE RESPONSIBILITIES

2

(H) DEVELOP AN INDIVIDUAL WRITTEN SUMMARY OF THE DELIBERATIONS, FINDINGS, AND RECOMMENDATIONS FOLLOWING EACH MEETING OF THE COMMITTEE; AND

(I) OBSERVE ALL PROCEDURAL SAFEGUARDS.

ARD COMMITTEE MEMBERSHIP

(WHEN CONSIDERING IEP DEVELOPMENT)

- THE LOCAL VOCATIONAL ADMINISTRATOR OR VOCATIONAL SUPERVISOR.
- THE LOCAL SPECIAL EDUCATION SUPERVISOR.
- THE VOCATIONAL TEACHER WHO WILL INSTRUCT THE HANDICAPPED STUDENT IF SUCH STUDENT IS RECOMMENDED FOR TRAINING BY THE SCREENING COMMITTEE.
- AN EXPERIENCED SPECIAL EDUCATION TEACHER.
- THE VOCATIONAL COUNSELOR.
- A PARENT OF THE STUDENT BEING CONSIDERED.
- THE STUDENT, IF APPROPRIATE.
- A PROFESSIONAL DIAGNOSTIC PERSON WHO CAN PROVIDE INFORMATION REGARDING STUDENT ASSESSMENT AND WHO CAN MAKE INTERPRETATIONS OF TESTS FOR THE STUDENT UNDER CONSIDERATION.

CONTENT OF THE IEP

1. A STATEMENT OF THE STUDENT'S PRESENT LEVELS OF FUNCTIONING TAKEN FROM THE ASSESSMENT DATA AND PRESENTED IN TERMS OF STRENGTHS, WEAKNESSES, AND EDUCATIONAL NEEDS.
2. A STATEMENT OF ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES.
3. A STATEMENT OF THE SPECIFIC EDUCATIONAL SERVICES TO BE PROVIDED FOR THE STUDENT, INCLUDING REGULAR EDUCATION, SPECIAL EDUCATION, AND RELATED SERVICES.
4. A STATEMENT OF THE AMOUNT OF TIME TO BE SPENT IN EACH SETTING, THE PROJECTED DATES FOR INITIATION OF SERVICES, THE ANTICIPATED DURATION OF THE SERVICES, AND THE JUSTIFICATION FOR THE PROVISION OF EACH SERVICE.
5. A STATEMENT OF THE SCHEDULES AND CRITERIA FOR EVALUATING EACH SHORT-TERM OBJECTIVE.
6. SIGNATURES OF THE COMMITTEE MEMBERS PRESENT.

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IEP TEAM EFFORTS

1. EVALUATION AND SUBSEQUENT PLANNING SHOULD BE ADDRESSED FROM A BROAD PERSPECTIVE, ACROSS THE DISCIPLINE BOUNDARIES SUGGESTED BY THE NATURE OF THE PRESENTING PROBLEMS.
2. ONLY TEAM RECOMMENDATIONS SHOULD BE SUGGESTED THAT HAVE A HIGH PROBABILITY OF BEING IMPLEMENTED.
3. THE APPROACHES, MATERIALS, AND METHODS THAT MAY BE RECOMMENDED SHOULD BE READILY AVAILABLE TO THOSE CHARGED WITH IMPLEMENTATION.
4. EFFORTS SHOULD TAKE INTO ACCOUNT THE SPECIFIC CONSIDERATIONS OF THE SITUATION AND THE GOALS OF THE INDIVIDUALS INVOLVED.
5. REPORTS AND THE IEP SHOULD BE CLEARLY WRITTEN IN A FORM THAT IS EASILY UNDERSTOOD BY THE READER.
6. ACCOUNTABILITY FOR FOLLOW-THROUGH SHOULD BE JOINTLY ASSUMED BY TEAM MEMBERS.

EDUCATIONAL PROGRAM PLACEMENTS

THE EDUCATIONAL PROGRAM PLACEMENT MAY INCLUDE:

(A) PROGRAMS OPERATED BY THE DISTRICT;

(B) PROGRAMS OPERATED COOPERATIVELY WITH OTHER DISTRICTS;

(C) PROGRAMS OPERATED BY OTHER DISTRICTS, APPROVED REGIONAL EDUCATION PROGRAM SERVICES, AND REGIONAL DAY SCHOOL FOR THE DEAF PROGRAMS;

(D) CONTRACTS WITH APPROVED NON-PUBLIC SCHOOLS, WHERE THE STUDENT RESIDES WITH PARENT ON A DAY-BY-DAY BASIS;

(E) APPROVED EDUCATIONAL PROGRAMS OPERATED BY OR UNDER THE SUPERVISION OF OTHER UNITS OF STATE GOVERNMENT;

(F) CONTRACTS WITH APPROVED PRIVATE RESIDENTIAL SCHOOLS IN THE STATE; AND

(G) CONTRACTS WITH APPROVED PRIVATE RESIDENTIAL SCHOOLS OUT OF THE STATE.

ACCOMMODATIONS FOR HANDICAPPED STUDENTS

* HANDICAPPED STUDENTS MUST BE PLACED IN THE REGULAR EDUCATIONAL ENVIRONMENT OF A VOCATIONAL EDUCATION PROGRAM TO THE MAXIMUM EXTENT APPROPRIATE TO THE NEEDS OF THE STUDENT UNLESS IT CAN BE DEMONSTRATED THAT SUCH EDUCATION WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED.

* HANDICAPPED STUDENTS MAY BE PLACED IN A SPECIAL EDUCATION PROGRAM AFTER THE PROVISIONS FOR PROPER EVALUATION, PLACEMENT, AND PROCEDURAL SAFEGUARDS HAVE BEEN FOLLOWED.

* IF A SEPARATE CLASS OR FACILITY IS IDENTIFIABLE AS BEING FOR HANDICAPPED PERSONS, THE FACILITY, THE PROGRAMS, AND THE SERVICES MUST BE COMPARABLE TO THE FACILITIES, PROGRAMS, AND SERVICES OFFERED TO NONHANDICAPPED STUDENTS.

★★★★★★★★★★★★★★★★★★★★★★★★★★★★

Developed by Kenne G. Turner, Texas A&M University.

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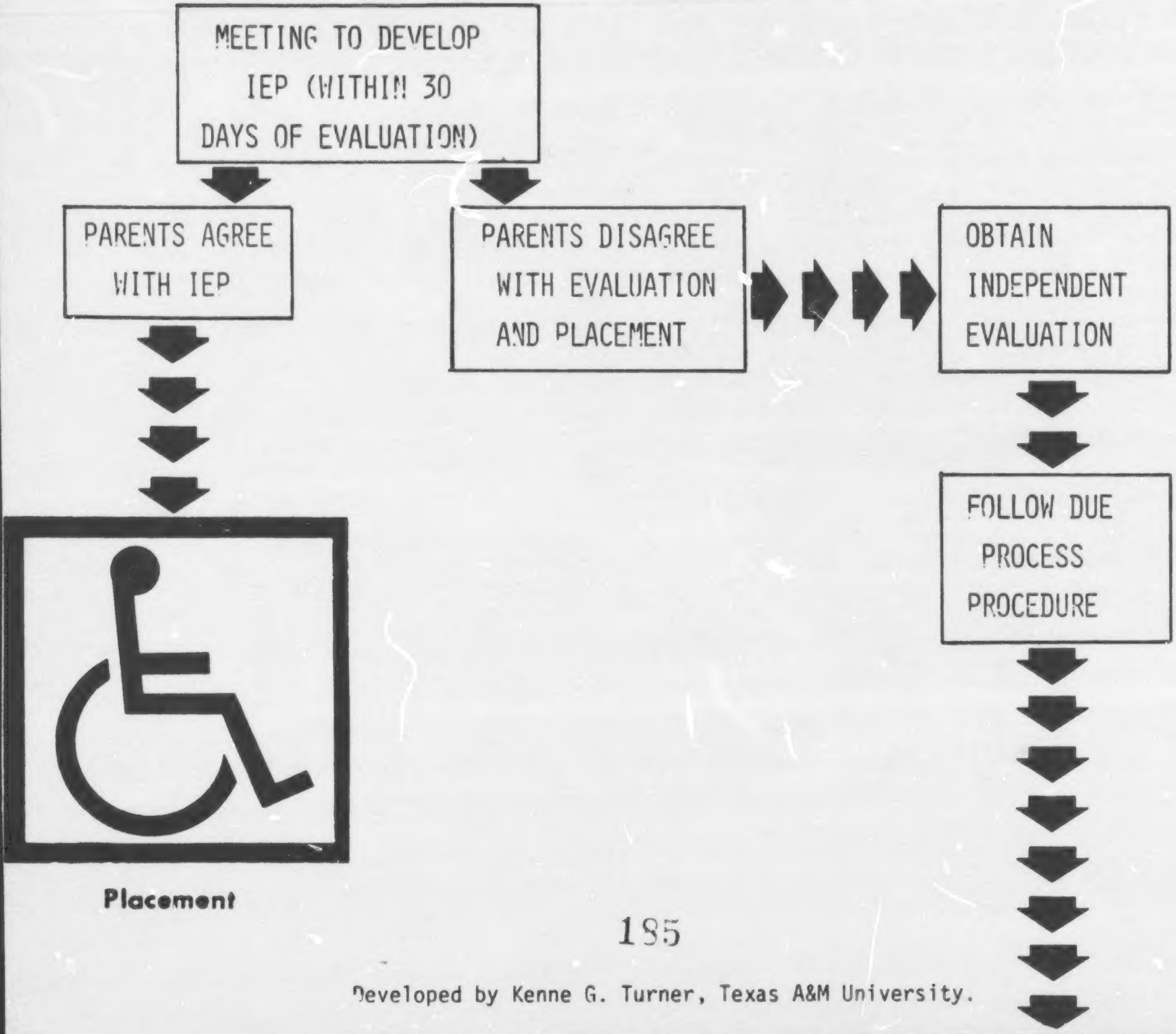
PLACEMENT



MEETING TO DEVELOP IEP (WITHIN 30 DAYS OF EVALUATION)

PARENTS AGREE WITH IEP

PARENTS DISAGREE WITH EVALUATION AND PLACEMENT

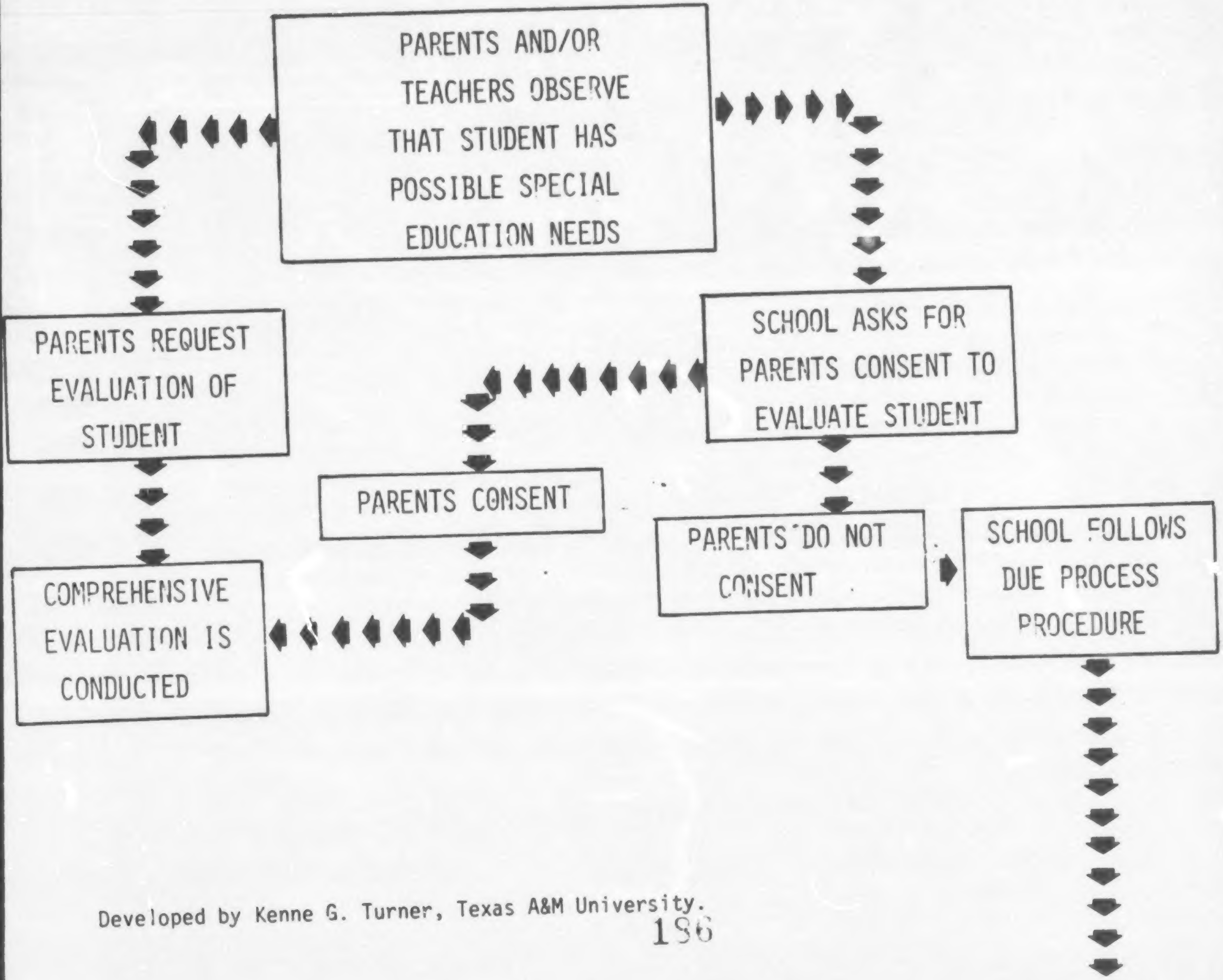
OBTAIN INDEPENDENT EVALUATION

FOLLOW DUE PROCESS PROCEDURE

Placement

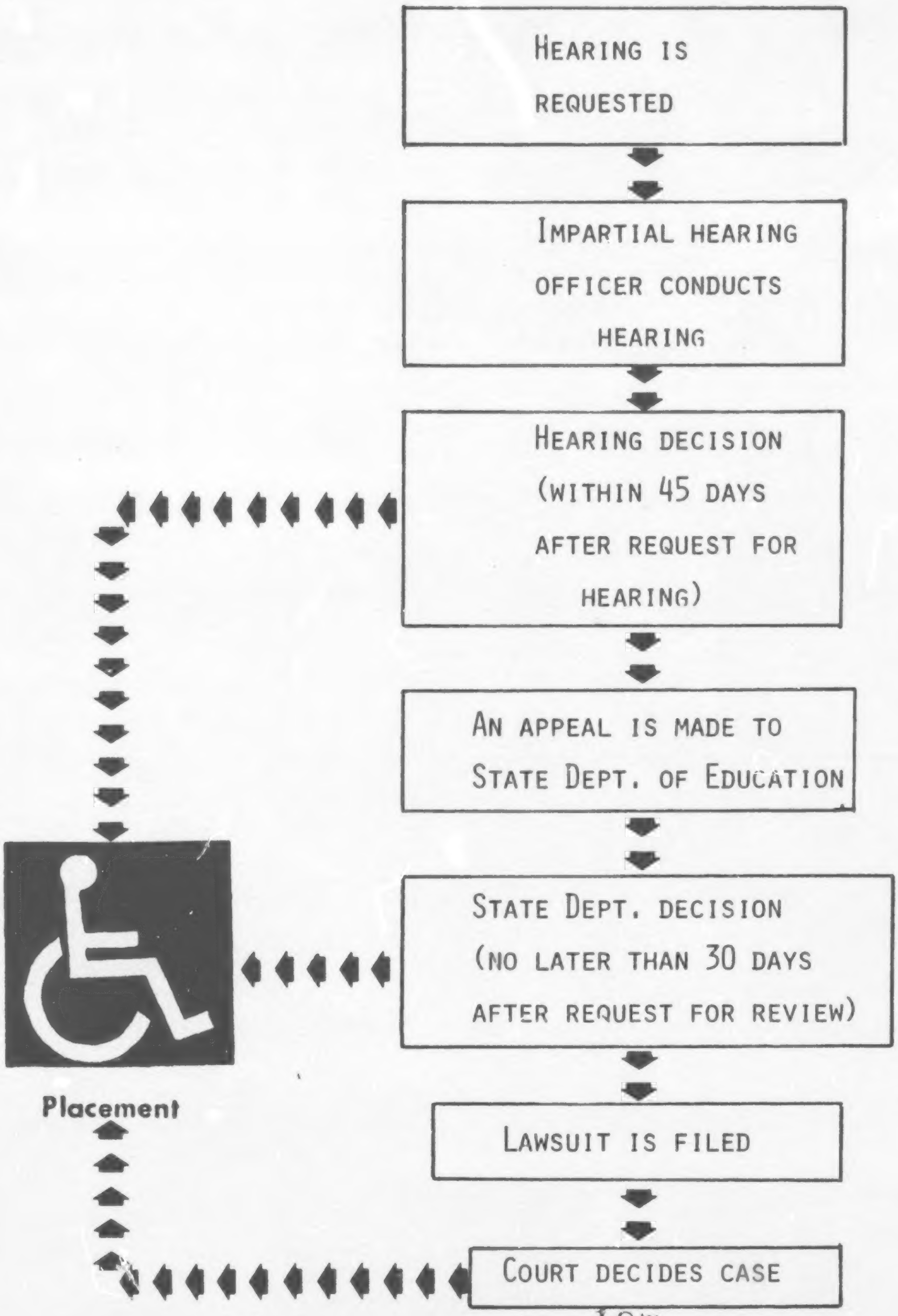
Developed by Kenne G. Turner, Texas A&M University.

EVALUATION


PARENTS AND/OR TEACHERS OBSERVE THAT STUDENT HAS POSSIBLE SPECIAL EDUCATION NEEDS
PARENTS REQUEST EVALUATION OF STUDENT
SCHOOL ASKS FOR PARENTS CONSENT TO EVALUATE STUDENT
PARENTS CONSENT
PARENTS DO NOT CONSENT
SCHOOL FOLLOWS DUE PROCESS PROCEDURE
COMPREHENSIVE EVALUATION IS CONDUCTED

Developed by Kenne G. Turner, Texas A&M University.

DUE PROCESS


HEARING IS REQUESTED
IMPARTIAL HEARING OFFICER CONDUCTS HEARING
HEARING DECISION (WITHIN 45 DAYS AFTER REQUEST FOR HEARING)
AN APPEAL IS MADE TO STATE DEPT. OF EDUCATION
STATE DEPT. DECISION (NO LATER THAN 30 DAYS AFTER REQUEST FOR REVIEW)
LAWSUIT IS FILED
COURT DECIDES CASE
Placement

Developed by Kenne G. Turner, Texas A&M University.

ARE THE PUBLIC AGENCY AND THE TEACHER HELD ACCOUNTABLE FOR THE GOALS AND OBJECTIVES OF THE IEP?

- . . . PART B OF THE ACT DOES NOT REQUIRE THAT ANY AGENCY, TEACHER, OR OTHER PERSON BE HELD ACCOUNTABLE IF A CHILD DOES NOT ACHIEVE THE GROWTH PROJECTED IN THE ANNUAL GOALS AND OBJECTIVES.

- HOWEVER, IT DOES STATE THAT AGENCIES AND TEACHERS SHOULD MAKE "GOOD FAITH" EFFORTS TO ASSIST THE STUDENT TO ACHIEVE THE GOALS AND OBJECTIVES OF THE IEP.

- PARENTS HAVE THE RIGHT TO ASK FOR REVISIONS IN THE IEP IF THEY FEEL SUCH EFFORTS ARE NOT BEING MADE.

Developed by Kenne G. Turner, Texas A&M University.

IEP CASE STUDY AND PLACEMENT

Materials Needed: Placement Transparency
Case Study
IEP Forms
Pencils

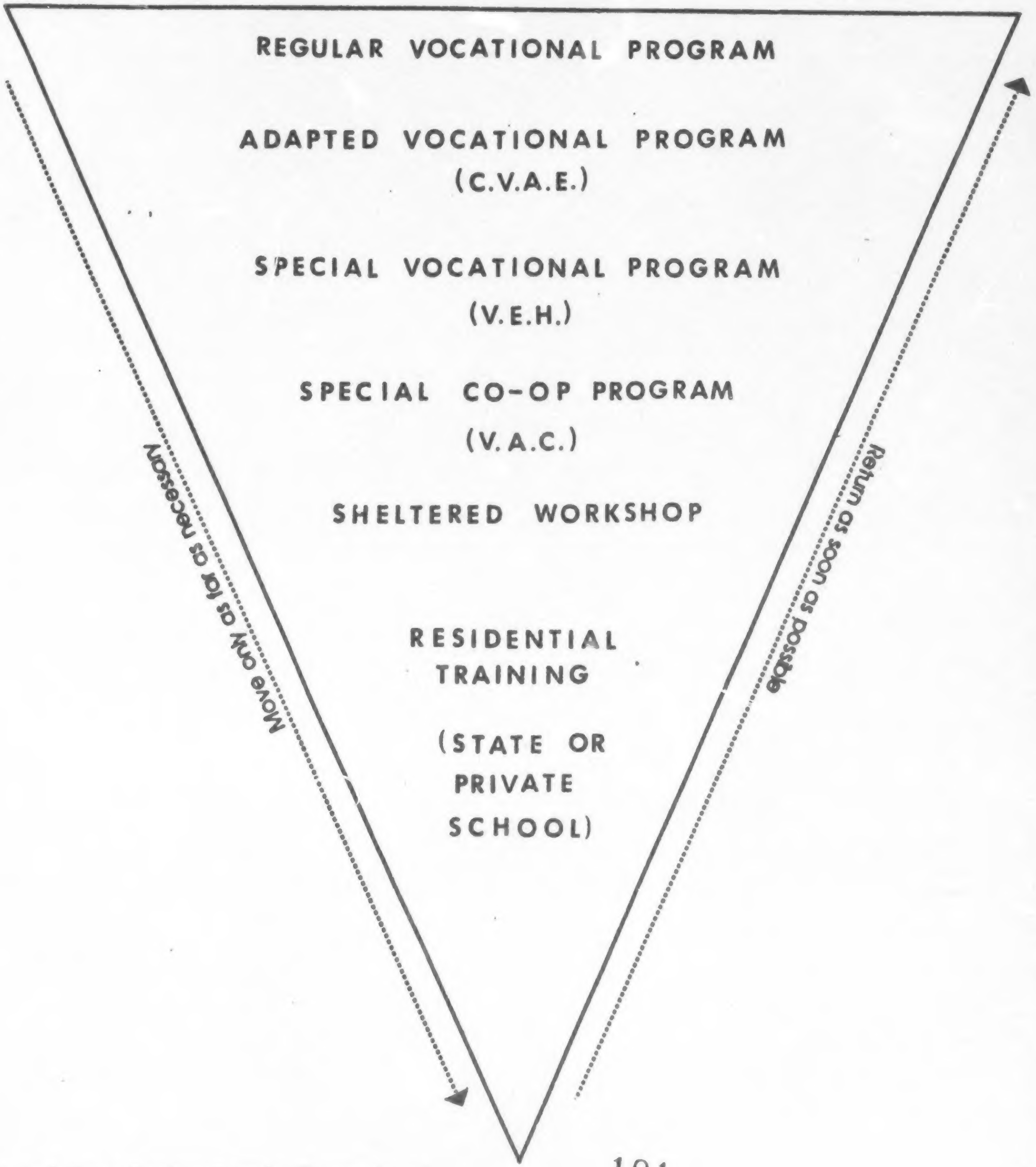
Number of Participants: 15-75

Approximate Time Needed: 45 minutes

Instructions:

1. After ARD/IEP overview (Activity 1) briefly review possible placement alternatives. While leaving placement transparency visible for group to refer to, begin case study activity.
2. Divide group into smaller groups of 5-8 people.
3. Each person receives a case study and an IEP form.
4. Participants read case study and complete IEP as a group. Decision for placement must be a group decision. (They should work as an IEP committee.)
5. Goals, objectives and placement are shared with entire group. Discussion of the different placements, etc., should follow.

VOCATIONAL PLACEMENT ALTERNATIVES



REGULAR VOCATIONAL PROGRAM

ADAPTED VOCATIONAL PROGRAM
(C.V.A.E.)

SPECIAL VOCATIONAL PROGRAM
(V.E.H.)

SPECIAL CO-OP PROGRAM
(V.A.C.)

SHELTERED WORKSHOP

RESIDENTIAL
TRAINING

(STATE OR
PRIVATE
SCHOOL)

Move only as far as necessary

Return as soon as possible

Adapted from Evelyn Deno's "Cascade of Service," by Lindy Wright, Texas A&M University.

Name: Jesse Olivares
Parents: Mr. & Mrs. J. O. Olivares

Test Dates: 1-19-79
1-22-79
2-12-79

Referral Date

Jesse, who will be 16 years old in April, was first referred to Special Services in September, 1975 when he was first enrolled in this school district. An extensive battery of tests identified him as an educable mentally retarded student. Jesse has been served in the Special Education Resource program for all academics since that time. He spends more than fifty percent of the day in this program and is mainstreamed for lunch and P.E. He is also enrolled in the regular career orientation program at Jones.

Language Dominance

Although the language spoken in the home is predominately Spanish, Jesse speaks fluent English and was tested in English.

Interests

Jesse helps his dad on the ranch almost every day. He works with the cattle and often times has the responsibility of driving the tractor. He also has had a vegetable garden at his house for the past four years. He has always shown an interest in growing plants and spends some of his spare time working in his garden.

Sociological Data

Jesse lives with his parents, three brothers (ages 4,7,15) and five sisters (ages 2,9,11,14,18). His father is a ranch worker and his mother is a homemaker.

Social/Emotional Behavior (Interviews with Regular and Special Education teachers and the School Counselor)

Jesse's behavior has been noticeably immature since he first enrolled in this school district. He seems to be an extremely anxious and fearful child. He does not relate well with other students his age and stays to himself most of the day.

Background Information

Jesse was a premature baby at seven months. He was late in walking and did not start talking until well past two years of age.

Test Observations

Jesse is an attractive young man who is very small for his age. When conversation was required, he would shrug or nod his head at the beginning of the verbal parts of the WISC. In order to establish rapport and verbal communication, the verbal and performance subtests were given in mixed order with first a verbal and then a performance subtest until completion. He drew and wrote with his right hand but he used his left hand for the performance subtests. His small motor coordination was slow. All written work seemed to be difficult to perform and took much effort. On the performance tests object assembly and block design, Jesse scored low; but time was the factor.

Test Results

WISC

Jesse is presently functioning within the mental defective range of intellectual functioning according to the full scale score of the WISC. The verbal scale score is within the borderline range. He scored in the mental defective range on the performance tests. Most subtests scores were flat. Strengths were noted on the comprehension subtest and digit span with scaled scores of 8 which are in the slow learner range. Jesse's lowest scores were on the subtests: arithmetic (2), picture completion (3), picture arrangement (4) and object assembly (4). Scores of two and three are in the trainable range. A score of four is in the educable range.

Bender Gestalt

Jesse took twelve minutes to complete this test with eight errors according to the Koppitz scale. The errors were: distortion, rotation, integration and perseveration.

Adaptive Behavior

Two separate interviews were held with each individual parent. Both parents were cooperative. Jesse does not adjust to new situations very well according to his mother. Concerning potential vocational interests, his mother said "I don't think he'll be able to work." His mother did say he was dependable. He can ride a bicycle but cannot make change. He can and does help around the house and ranch. Both parents want Jesse to continue in school. Mr. & Mrs. Olivares said Jesse is different from other children. They said "he is slow but he is doing better." When an activity is too hard for him he becomes frustrated and stops working. He does not play cooperatively with others.

WRAT

The following grade level scores are taken from the WRAT which was given in January, 1979: Reading 2.6, Spelling 3.7, Arithmetic 2.3.

CONCLUSIONS

Jesse is performing within the mental defective range of intellectual functioning according to the WISC. The adaptive behavior is below normal for an individual of his age. The WRAT shows he is achieving more than four levels below his grade level. Though he has had speech therapy, he still has difficulty with verbal communication skills. Pencil and paper operations are performed with slow, deliberate strokes. Jesse seems to have difficulty controlling the pencil to the task. All performance was slow. Jesse qualifies for special education as educable mentally retarded. It is recommended he still receive some assistance from the resource program.

Jesse still needs emphasis on practical usage of academics based on vocational readiness skills. Time structuring should be introduced in relation to the vocational requirements. Verbal communication skills as well as social awareness could be worked on simultaneously in a small group situation.

Jesse can best learn through the auditory channel. He needs a variety of experiences based on vocational and social situations. Opportunities to share experiences through discussion need to be provided consistently. Visual motor and fine motor skills need to be worked on.

If further assistance is needed please contact me.

Examiner: Jane Doe
Educational Diagnostician

1. What vocational placement would provide the least restrictive environment? Justify your answer.

2. Complete the last two pages of the Sample IEP Form.
   What are the long term goals?
   What are the short term goals?
   How will these be accomplished?

3. Do you feel your committee was able to make an appropriate placement decision for this student? If not, who should be included in the make-up of the committee?

SAMPLE IEP FORM

I. STUDENT IDENTIFICATION

Name ______________________ Sex M ___ F ___ I.D.# ______________

Birthdate __________ Chron. Age _____ Grade _____ Date of Entry into Kdgn ______________

School ______________________ Teacher ______________________

Parents ____

Address ______________________________ Phone ______________

District of Residence ____________________________________

Primary Language of:
Home ____________ Pupil ____________ How Determined ______________

II. ASSESSMENT INFORMATION

Indicate Present Levels of Student Performance if Applicable---

Based on: Developmental Summary ____ Speech and Language Report ____

Psycho-educational Reports ____ Physician's Report (as needed) ____

Academic Achievement: ____________________________________

____

Communication Development: ____________________________________

____

Social Adaptation: ____________________________________

____

Prevocational and Vocational: ____________________________________

____

Psychomotor: ____________________________________

____

Self-Help Skills: ____________________________________

____

III. PROGRAM INFORMATION

Special Education Program__________ Date of Enrollment__________

Projected Duration__________ Special Teacher__________

Rationale for Placement__________
(least restrictive concept)

____

Services to be Provided to Reg. Teacher__________

P.E. Program__________ Prevocational__________

Vocational__________

Additional Support Services__________
(Specify Date of Initiation and Duration
and Personnel Responsible)__________

____

IV. IMPLEMENTATION INFORMATION

Learning Styles:

Rate__________

Modality__________

Learning Situation:

Interation__________

Place, Materials, etc.__________

Student Interests, Talents, etc.:

____

____

Behavior Strengths:

____

Effective Reinforcers:

____

____

Special Instructional Media and Materials:__________

____

Personnel Responsible for Implementation of IEP:__________

____

____

V. MEETING INFORMATION

IEP Meeting Date__________

Interpreter Required: Yes_____ No_____

____
(Parent Signature)
Attended Meeting:
Yes No

____
(Administrator Signature)

____
(Specialist/Teacher Signature)

____
(Pupil Signature)

____
(other: position__________)

____
(Other: Position__________)

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VI. PRIORITIZED LONG RANGE GOALS AND PERIODIC OBJECTIVES

Student Name ________________________________

LONG RANGE GOAL ________________________ Periodic Objective(s) ________________________ (Specify time, observable behavior, evaluaton conditions, and criteria.) ________________________________ ________________________________ Person Responsible ________________ Date Established ________	Monitoring of Goals and Objectives ________________ Date: ____________ ________ Achieved ________ Reviewed ________ Revision Recommended
LONG RANGE GOAL ________________________ Periodic Objective(s) ________________________ (Specify time, observable behavior, evalution conditions, and criteria.) ________________________________ ________________________________ Person Responsible ________________ Date Established ________	Monitoring of Goals and Objectives ________________ Date: ____________ ________ Achieved ________ Reviewed ________ Revision Recommended
LONG RANGE GOAL ________________________ Periodic Objective(s) ________________________ (Specify time, observable behavior, evaluation conditions, and criteria.) ________________________________ ________________________________ Person Responsible ________________ Date Established ________	Monitoring of Goals and Objectives ________________ Date: ____________ ________ Achieved ________ Reviewed ________ Revision Recommended

VII. SHORT TERM OBJECTIVES

INDIVIDUAL INSTRUCTIONAL PLAN (SHORT TERM OBJECTIVES)

To be completed by personnel responsible for implementation.

DISTRICT/SCHOOL ________________ STUDENT'S NAME ____________ C.A. ____ DATE ________

LONG RANGE GOAL ____

PERIODIC OBJECTIVE ____

____

LEARNING STYLE ________________ BEHAVIORAL STRENGTHS ________________

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SHORT TERM OBJECTIVES	INTERVENTION ACTIVITIES AND MATERIALS	MONITORING OF OBJECTIVES
		Person or persons responsible for implementation: ________________ ________________ ________ Reviewed Date: ________ ________ Achieved Date: ________ ________ Revision recommended ________ ________
		Person or persons responsible for implementation: ________________ ________________ ________ Reviewed Date: ________ ________ Achieved Date: ________ ________ Revision recommended ________ ________
		Person or persons responsible for implementation: ________________ ________________ ________ Reviewed Date: ________ ________ Achieved Date: ________ ________ Revision recommended ________ ________

SITUATION - WHO'S RESPONSIBLE?

Materials Needed: Handouts of problem situations

Number of Participants: 15-75

Approximate Time Needed: 30 minutes

Instructions:

1. Divide into groups of 5-8.
2. Each group reads the situations and answers questions and/or comes up with solutions for the problem situation.
3. Answers and solutions are shared with entire group and discussed.

SITUATIONS

Situation 1: Mr. Hodges, the metal trades teacher, has finally decided that one of his students needs special help. It's not just that Andy reads poorly (so many of Mr. Hodges' students have that problem), it's that Andy can't read at all. Figuring that someone from special education might be able to help the boy, Mr. Hodges goes to the vocational counselor, only to discover the boy is already in special education. No one has told Mr. Hodges.

Who's responsible? What are some reasons why no one told Mr. Hodges? How would it have helped if Mr. Hodges had known?

Situation 2: After hearing about mainstreaming, Ms. Davis, the data processing teacher, has become interested in having some mentally retarded students in her class. She feels, though, that for the students to learn enough, she will need an aide. Someone has mentioned to her that funds might be available somewhere but when she approaches the vocational director he just laughs. "Funds?" he says. "Who are you kidding?"

If funds are available who would know? More importantly, who would be willing to help Ms. Davis track them down? In your school, who will have both the interest and the knowledge to follow through on this?

Situation 3: After working all year with a hearing impaired student, Mr. Riley discoveres that the student has been withdrawn from his class and placed in a job. A little disgruntled, Mr. Riley goes to the Vocational Adjustment Coordinator (in special education) who has been responsible for placing the student. "Just doing my job!" the VAC exclaims. "But you put the student at Burger King. That doesn't have anything to do with TV repair." The VAC just shrugs. When he complained to his vocational director, Mr. Riley got little more than the same shrug. "What can I do?" the director asked.

Who's responsbile? Who could correct this situation? Have you experienced a situation like this? What did you do?

NGT (NOMINAL GROUP TECHNIQUE) PROBLEM SOLVING

Materials Needed: NGT Questions, NGT Instructions
Newsprint Pad
Magic Markers
Pencils

Number of Participants: 25-150

Approximate Time Needed: 1 hour

Instructions:

1. Divide into groups of 5-8. Each group will select a group leader.
2. Each person receives a sheet of paper with the question on it.
3. The group leader then directs group as per the instruction sheet.
4. Groups then share with others the answers and/or solutions to the problem question.

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VOCATIONAL SPECIAL NEEDS
TEXAS A&M UNIVERSITY

Nominal Group Technique Instructions

by Nan Crowell

The Nominal Group Technique (NGT) is one of the best methods to encourage participants to view themselves as part of a problem and also part of a solution. Many independent ideas are generated using the technique. The participants find that the NGT process is threat free. They also gain a high sense of accomplishment. NGT has five steps:

Step 1: Silent generation of ideas. The question under consideration is shared with each group member. Each participant is then charged to write brief phrases or statements which will answer the question.

1. Pass out sheets containing prepared statement.
2. *Read* the question to the group.
3. Ask the group to spend 5-10 minutes *silently* and independently making a list of ideas.
4. *You* sit down and also make a list. This is important, as the group will model your behavior. Look and be serious. Discourage talking or distractions.
5. After 5-10 minutes stand up to end this step of NGT.

Step 2: Round-robin recording of ideas. The participants are asked to read one of their ideas. Each will be recorded on a flip chart or a blackboard. No discussion takes place at this point. One-by-one each participant either gives an idea or passes until all of the ideas generated by the group have been recorded.

1. Use your flip chart to record ideas with the magic marker. Write large enough for group to see.
2. Go round-robin around the group. Get only *one* idea per person at a time. Allow *no* discussion. The purpose of this step is simply *recording*. Don't pressure participants. Ask "Do you have an idea for the group?" Keep statements brief for recording ease. Go around the group three or four times. Support each idea as though it were the answer. Remember, no one is *forced* to contribute and may PASS if they choose. New ideas which occur to participants not previously listed may also be used.
3. *Number* each idea as it is recorded.
4. When listing is complete, go to Step III.

Step 3: Each idea is clarified and discussed in the order in which it was presented. This step is designed to eliminate misunderstanding which might have arisen concerning each idea presented.

1. Beginning with #1 on your master list begin the clarification process. DO NOT REQUIRE the one who submitted the idea to explain it. Encourage group discussion.
2. Go down the entire list.
3. This is the only step in which conflict or disagreement may emerge. DO NOT ALLOW THIS TO HAPPEN. This step is *only* for explaining more fully the ideas listed. NO JUDGMENTS ARE TO BE MADE BY YOU OR THE GROUP AS TO THEIR VALUE.
4. The author of the idea may re-word it, but only the author.
5. When *all* ideas have been clarified, go on to Step 4.

Step 4: Vote on importance. Each participant is asked to rank a specific number of items - usually five, but anywhere from three to seven is acceptable. Each participant places the item number and its rank on separate cards. The votes are counted and discussion is encouraged to clear up misunderstandings about item information.

1. Hand out five 3 X 5 index cards to each participant.
2. Ask participants to select the five most important items and mark the number for each item in the upper left-hand corner (one number per card). Then ask them to write an identifying word or phrase on the card.
3. Have participants spread the five cards out in front of them so all are visible and then rank order them by putting a number (1-5) on lower left-hand corner, with five (5) for the most important and one (1) for the least important. Circle those numbers

Step 5: Final vote. From the process a list of answers by importance is obtained. This is the final step.

1. Determine the outcome of the meeting.
2. Provides a sense of closure and accomplishment.
3. Documents the group judgment.
4. Follow the same voting procedure as outlined in Step 4.

Delbecq, A., Van de Ven, A. H., and Gustafson, D. H. *Group Techniques for Program Planning,* Glenview, Illinois, Scott, Foresman and Company, 1975.

Hoyle, J. Teacher versus administrator: a growing crisis. *Planning and Changing,* 1975, 9, 203-209.

POSSIBLE NCT QUESTIONS

1. How can vocational and special education teachers work together in helping special needs students?

2. What can I do (as a ______________ teacher) to make writing an IEP easier?

3. What problems need to be overcome when developing an IEP?

4. What problems might be encountered when working with a person in special education (or vocational education)?

5. When mainstreaming the handicapped, what problems might be expected as a result?

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7

Resources

Kenne G. Turner

Additional books, handbooks,
and guides which address
the IEP process

WHAT OTHER RESOURCES COULD YOU RECOMMEND?

The IEP System, Opportunities for Learning, Inc. 8950 Lurline Avenue, Department 9AB, Chatsworth, California 91311

A comprehensive guide to the entire IEP process, including a detailed manual, IEP plan and implementation forms, and an instructional guide for inservice or college classroom training for writing IEP's.

Planning IEP's in Special Education, Opportunities for Learning.

A complete step-by-step guide for the classroom teacher to plan IEP's.

Turnbell, A.P. and Schelz, J.B. Mainstreaming Handicapped Students: A Guide for the Classroom Teacher. Boston: Allen and Bacon, Inc., 1979.

(Features two chapters on the IEP.)

IEP
RESOURCES

Larsen, S.C. and Poplin, M.S. Methods for Educating the Handicapped: An Individualized Education Program Approach. Boston: Allen and Bacon, Inc., 1979.

(Flexibility of IEP implementation and case studies detailing the IEP approach.)

Mann, [illegible] H., Suiter, P.A., and McClung, R.M. Handbook in Diagnostic-Prescription Teaching. Boston: Allen and Bacon, Inc., 1979.

(Provides excellent coverage of the process and content of the IEP.)

Gearheart, B.R. Organization and Administration of Educational Programs for Exceptional Children. Springfield, Illinois: Charles C. Thomas Publisher, 1977.

(Written as a basic college text for those training to become supervisors of special education programs.)

Wirtz, M.A. An Administrator's Handbook of Special Education: A Guide to Better Education for the Handicapped. Springfield, Illinois: Charles C. Thomas Publisher, 1977.

(Suggestions for creating and modifying the legislation base for special education, the variety of financial resources available to special education, ideas for initiating and improving educational programs.)

The following items are from CEC, 1920 Association Drive, Reston, Virginia, 22091.

Nazzaro, J. Preparing for the IEP Meeting: A Workshop for Parents. A complete package with filmstrips, cassettes, workshop manual for school districts and parent groups. Manual includes goal setting worksheet, game cards, role description, sample IEP forms - $35.00.

Jordan, J.B. (ed.) Exceptional Students in Secondary Schools. A report from the Invisible College of Learning and Behavioral Problems of Handicapped Students in Secondary School Programs, 1978 - $8.75.

Brolin, D.E. (ed.) Life Centered Career Education - A Competency Based Approach. 1978, $12.50

RESOURCES

Weisgerber, R.A. (ed.) Vocational Education: Teaching the Handicapped in Regular Classes. 1978, $8.50

Davis, S. and Ward, M. Vocational Education of Handicapped Students - A Guide for Policy Development. 1978, $5.00

Lake, T.P. (ed.) Career Education: Exemplary Programs for the Handicapped. $6.30

Weiner, B.B. Periscope: Views of the Individualized Education Program. 1978. $9.75

Progress by Pertuers in Step, Special Issue on IEP, Teaching Exceptional Children, Vol. 10, No. 3, 1978.

Higgins, S.T. Special Education Administrative Policies Manual. 1977, $27.50.

Weintraub, A.R., Abeson, J.B., and Lavor, M.L. (eds.) Public Policy and the Education of Exceptional Children. 1976, $13.95.

Abeson, A.R., Bolick, N. and Hass, J. A Primer on Due Process - Education Decisions for Handicapped Children. 1975, $4.95.

Additional References:

Texas Education Agency, Education Rights of Your Handicapped Child. Austin: Texas Education Agency, 1979. (GE9 871 01)

National Advisory Committee on the Handicapped. The Individualized Education Program: Key to an Appropriate Education for the Handicapped Child. 1977 annual report, Washington, D.C., U.S. Department of Health, Education, and Welfare, 1977.

National Association of State Directors of Special Education, Inc. Summary of Research Findings on Individualized Education Programs, 1978.

U.S. Office of Education, Department of Health, Education, and Welfare. Education of Handicapped Children. Federal Register, August 23, 1977, 42, 42474-42518.

Schrag, J.A. Individualized Educational Programming (IEP). Austin, Texas: Learning Concepts, 1977.

IEP
RESOURCES

Weintraub, F.T. Understanding the Individualized Education Program IEP, AMICUS (Special Report), July, 1977, 26-31.

National Association of State Directors of Special Education. Writing Individualized Assessment Reports in Special Education: A Resource Manual. Washington, D.C., 1978.

Media Gets the Message: An Inservice Package on P.L. 94-142 for Special Educators and Media Personnel. Illinois Office of Education, 1978. ED 158731.

National Association of State Directors of Special Education. Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs. Washington, D.C. 1978.

Guide for Trainers. A Resource for Workshops on Developing Individual Education Procedures. Washington, D.C.: National Association of State Directors of Special Education, 1977.

8

Teaching Techniques

Marilyn Kok
Nancy Atkinson

Possible changes in teaching . . . .Altering occupational goals. . . .Teaching slow learners. . . .Emotionally disturbed

Quite frequently, vocational teachers back off from teaching handicapped students because of lack of training. They compare their background with the background of special education personnel and quite understandably conclude that they haven't had enough courses, and degrees, and so forth to teach handicapped students. The same applies, however, to special education. Are they qualified to teach a vocational skill? Some have not even had a job outside of the school setting.

Vocational education for handicapped students will live or die by the amount that vocational personnel and special education personnel work together. In this chapter, I will cover some basic tips for teaching handicapped students. For more specific help, take what you know about your student (the Tiffany, or John, or Suzanne, or Herbie who walks around your classroom), go to your special education teacher down the hall or across campus and ask.

WILL TEACHING HANDICAPPED STUDENTS BE THAT MUCH DIFFERENT FROM TEACHING REGULAR STUDENTS?

That all depends on the handicapped student. The main business of school is learning, whether students learn to do a chemistry experiment or to upholster a couch. If the student you are mainstreaming is not handicapped in learning, but is instead wheelchair bound, deaf, or can't see very well, then your teaching will not change that much. Guard against ever equating a physical disability with a learning disability. The one could cause the other, but not necessarily. Many wheelchair bound students have never received special education services.

For the student who has trouble learning (mentally retarded); or who can't benefit from the most common teaching tools such as reading or hearing (learning disabled): or who has social problems (any student, but especially emotionally disturbed students); for these students your teaching will have to change. These students will have special needs, stronger needs than the rest of your class.

HOW WILL TEACHING PHYSICALLY HANDICAPPED STUDENTS BE DIFFERENT?

Let's assume that these students' learning is not impaired. Now, some physically disabled students do have trouble learning, compounded perhaps by their disability. These students are multi-handicapped. But many physically disabled do not have trouble.

For a deaf student you may have to slow your speaking down so that the interpreter can keep up. You may also have to supply a list of technical terms so that the interpreter can make up signs for them. Remember that the student must watch the interpreter and therefore can't keep any notes. Either let the student have copies of your notes or arrange a buddy system.

As for peer communication, you may never realize how much deaf students miss by not being able to talk with other students. Idle chatter in the hall or in the cafeteria is not always all that idle. Frequently students go over what happened in class, discuss projects, suggest solutions to each other.

Deaf students or students whose hearing is impaired miss this. They have trouble talking to classmates for two reasons. First, they usually have trouble speaking clearly. Second, people talking to them sometimes make elementary mistakes (such as looking down when speaking so that the deaf student can't get a good view of their lips).

My suggestion is this. Schedule a little 'inservice' time for your students, and go over the following items:

- How deaf their classmate is;
- Why the deaf student has trouble speaking;
- The way the student communicates best (sign language, lip reading, and so forth);
- Tips for communicating (refer to Chapter on Handicapping Conditions).

Then, put up a poster of letters in sign language, so that in a pinch, students can at least spell words out. If you start picking up signs from the interpreter and sharing those signs with the class, your students will follow suit.

Once the wheelchair bound has appropriate equipment you may not have to alter your teaching at all, except to set a different goal for the student. Although he or she may never be a master mechanic, a welder in construciton, a fast-order cook, or a licensed beautician, that doesn't mean the student couldn't be trained for a job within auto mechanics, metal trades, food services or cosmetology. You may just have to alter your objectives to make them more specialized. This is all tied in with the concept called open-entry, open-exit, which allows students to enter a program with whatever competencies they have and leave the program with whatever skills necessary to get a job. It's a little like the difference between a ten-mile jogging track and a one-mile jogging track that you run ten times. Certainly some people can make it the entire ten-mile distance (just as some students can make it to master mechanic or certified beautician). But a one-mile track could be used both by the people who could go ten miles and the people who could only go one. Some handicapped students need the option of stopping after one mile. They need to become bakery assistants rather than bakers. When discussing this, teachers suggested that a wheelchair mechanic could be equipped with a board across his wheelchair and work on carburetors, generators, and so forth. In this way his occupational goals would be altered.

For a blind student you may have to give a lot of spoken instruction (you probably do anyway), you may have to request someone to take notes for the student, or obtain braille textbooks. You can usually get these latter two through special education. And once again you may have to alter your goals.

Quite obvisouly your teaching will have to change some. But you can see that once you have made certain provisions, such as braille textbooks or a workbench across a wheelchair, you can continue teaching much as you did before the physically disabled student entered your class.

BUT WON'T ALTERING MY OBJECTIVES ALTER MY TEACHING METHODS AS WELL?

It might. After all, some people take as long to run one mile as others take to run ten. It will take some organization on your part to keep your class going when one student needs more time to finish an assignment. Based on my experience working with vocational teachers across the state of Texas, many who have taught handicapped students, I would say that success depends mostly on you. It's true that some teachers are very hesitant, but many more teachers, once they understand the concept of open-entry, open-exit, become very excited. They begin offering ideas from their own experience, techniques they have used before. They suggest peer tutors, an idea which helps the tutor as much as the slow learner. Or they suggest allowing the student to work on one kind of project. One teacher admitted that in the past if a student was very interested in transmission work and very good at it the teacher let the student specialize anyway. If that works with non-handicapped students, why not a wheelchair bound student, especially since the stakes are much higher? If this student can't specialize, the student may never receive any training at all.

While discussing this technique at a recent conference in Texas* teachers offered the following tips:

- Keep the student involved in the class. It's much too easy to isolate the student in a corner.
- Choose activities which will allow the student to use his or her skills. For example, if a student is specializing in bench work, bring in a car that needs carburetor, generator, or transmission work.
- Be sure everyone learns a skill. In other words, be sure everyone works on carburetors, not just the one who is specializing.
- If the student is limited to bench work allow the student to learn as many different kinds of bench work as possible. If a visually impaired student is going to learn to transcribe, have the student transcribe letters, speeches, notices, articles, and as many other kinds of types messages as possible.

Yes, altering a goal may require that you revise you teaching plan slightly. It may require that you gather a few more materials, choose different jobs or projects. But I've heard it from cosmetology teachers, from office education teachers, from D.E. and radio and TV repair teachers, the technique will work if the teachers allows it to.

HOW WILL TEACHING BE DIFFERENT FOR STUDENTS WHO HAVE TROUBLE LEARNING?

Unlike the problems of physically impaired students which can frequently be solved with some specific piece of equipment or a specific accommodation, the problems of learning impaired students require constantly finding new methods of teaching.

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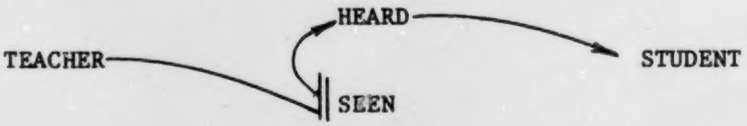
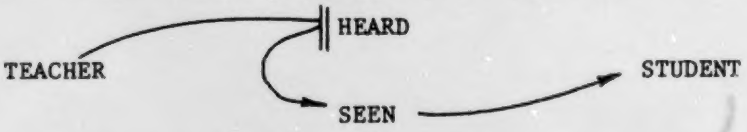
* Fair, George. "Nine Special Techniques for the Instruction of the Handicapped in Vocational Education Classes," in Procedings: Third Annual Texas Statewide Workshop, Vocational Special Needs, 1979, College Station: Vocational Special Needs Program, College of Education, Texas A&M University, 1979.

HOW DO YOU DECIDE WHAT WILL WORK?

Well, you play to the student's strengths. If a learning disabled student can't read, give your information in speech.



If a student can't grasp what you say, write it down.



Please understand that the student may have no trouble seeing, just knowing what he or she has seen; no trouble hearing, just knowing what you have said. Some students may also have no trouble deciding what to say, just making you understand what they are saying. That is the mystery of a learning disability: that a student with normal or better intelligence could have this one barrier to performance.

The special strength that retarded students display is that they are not unable to learn something. Learning just takes longer for them, comes harder for them. It may take them ten years to learn four years' worth of reading.

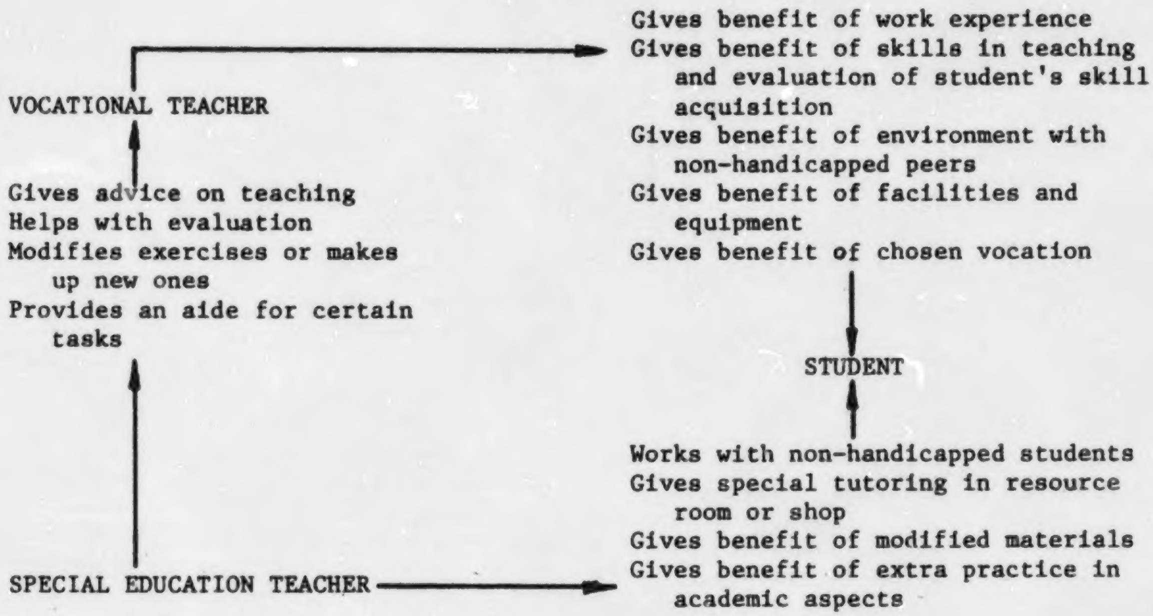
You can quickly see why altering occupational objectives takes on special importance for a retarded student. While a wheelchair bound student may be limited to bench work because of paralyzed legs, a retarded student may be limited to brake work because of time; time to learn smaller steps, time to repeat those smaller steps, time to keep repeating them with each additional step, and time to practice and repractice the skill. It's all slow, that's true, but very methodical, and possible!

BUT WHO WILL FIND TIME TO WORK WITH A STUDENT LIKE THIS?

Don't think it's just you and the student. If it were, you could very easily have problems. Training a retarded student in a vocational classroom will work much more smoothly if special education is involved. Look over the chart on the following page to see just how the cooperative effort between a special education teacher and a vocational teacher might work.

Take advantage of the skills and experience that special education has. But at the same time, don't minimize what you as a vocational teacher can give the student. You have much to offer.

For any given student your old methods night not work. Last year's handouts or exercises or explanations might have no effect.



VOCATIONAL TEACHER

- Gives benefit of work experience
- Gives benefit of skills in teaching and evaluation of student's skill acquisition
- Gives benefit of environment with non-handicapped peers
- Gives benefit of facilities and equipment
- Gives benefit of chosen vocation

STUDENT

SPECIAL EDUCATION TEACHER

- Gives advice on teaching
- Helps with evaluation
- Modifies exercises or makes up new ones
- Provides an aide for certain tasks

- Works with non-handicapped students
- Gives special tutoring in resource room or shop
- Gives benefit of modified materials
- Gives benefit of extra practice in academic aspects

WHAT ABOUT EMOTIONALLY DISTURBED STUDENTS? HOW WILL THEY AFFECT MY TEACHING?

Sometimes a lot; sometimes not at all. Think of the ED youngster as having a faulty control switch. Each of us has a control switch, but very few work perfectly, and very few are completely faulty. When you get mad at your car, for instance, your control switch slips a little. How much it slips depends on a lot of things. You might curse at the car, call it names, kick its tire, hit the steering wheel with your hand, slam its door, empty its ashtray on the floor, hit its headlight with a hammer, push it over a cliff, drive it over a cliff . . .

NOW JUST A MINUTE! . . .

You see what I mean. Somewhere between "curse" and "drive," your control switch would work. The ED student might not stop so soon or might not stop at all. So sometimes George is "normal," another time he's "loud," and another time he's out of control. He isn't easy to identify, with a wheelchair or some other sign reminding you of his handicap. Most days, he may be just like the rest of the class.

BUT HE MIGHT JUST BLOW UP ANY TIME, FOR NO REASON?

You might say that, but it's not as bad as it sounds. No one ever does anything "for no reason." Remember that this student doesn't do something really psychotic like "kill all redheads on sight," or he wouldn't have been mainstreamed into your class. Also remember, everybody has a pattern. Some people get frustrated very easily with a car, say, but they have a lot of patience with a lawn mower. Some guys, for instance, laugh at you if you call them a murderer and hit you if you call them a thief. This ED kid has patterns, too. Watch him and spot his. Does he start showing nervousness when he has to read? To write? To do something with another person? To do something alone? What is stressful for him?

George got labeled "ED" because he has a way of reacting to stress that people around have a hard time dealing with.

SO I NEED TO FIND OUT WHAT GEORGE REACTS TO AND HOW HE REACTS. AFTER THAT, I CAN KEEP HIM FROM TEARING UP MY CLASS AND I CAN ALSO HELP HIM ADJUST HIS CONTROL SWITCHES?

Good thinking! Once you know the type of thing he gets and gives grief over, you have various options. They're all good; which to choose depends on the moment--how busy you are, how patient you feel, etc. You can:

1. Keep the stress situation from building (don't make George work with the football hero on his project)
2. Temporarily defuse him (Tell him to go to the store room for something or other, while the football hero continues to work on the project)
3. Give him the means of defusing a situation for himself (tell him, for example, to go to the store room if the football hero starts to get to him, and come back when he feels ready to)
4. Get him (or help him) to think about and analyze how he's been reacting to people like the football hero--what he thinks about that pattern and what results it has on him. (give him time and space to change his way of coping)

You can handle it. It'll take care, concern, patience, creativity, and imagination, but if you're a teacher, you've got those.

You just need to remember that George is a good person who has learned bad coping patterns. He can unlearn them, although it may not happen while you're around. As part of the "mainstreaming" you can let him know that some of his behaviors that bring him grief can be changed if he wants to change them. At the same time, you'll be helping him learn a job skill. That's almost exactly what you do with every student you teach, isn't it? Nobody comes to a vocational class just needing to learn to operate a lathe or measure a seam. The difference between the ED student and the normal one is a matter of degree rather than kind of condition.

8

Inservice Activities

Lindy Wright

NGT - Problem Solving
Forward Planning
What do you do now?
Case study and placement
Decisions, decisions. . .
What do you do?
Scrapbook

CONCEPTS

Handicapped students have special educational needs.

Not all students are able to learn by the same method.

Handicapped students may need an individualized curriculum.

Curriculum must be flexible in order to meet the needs of all students.

PERFORMANCE OBJECTIVES

The teacher will be able to modify the curriculum to meet the needs of each student.

Vocational and special education personnel will work together to individualize curricula for handicapped students.

The teacher will be able to write and implement long-range goals and short term objectives for each student's IEP.

The teacher will be able to determine proper placement within the existing program for the special needs student.

The teacher will be able to aid students in learning how to make decisions.

ACTIVITIES

NGT (NOMINAL GROUP TECHNIQUE) - PROBLEM SOLVING

Materials Needed: NGT Questions, NGT Instructions
Newsprint Pad
Magic Markers/Pencils

Number of Participants: 25-150

Approximate Time Needed: 1 hour

Instructions:

1. Divide into groups of 5-8. Each group will select a group leader.
2. Each person receives a sheet of paper with the question on it.
3. The group leader then directs group as per the instruction sheet.
4. Groups then share with others the answers and/or solutions to the problem questions.

VOCATIONAL SPECIAL NEEDS
TEXAS A&M UNIVERSITY

Nominal Group Technique Instructions

by Nan Crowell

The Nominal Group Technique (NGT) is one of the best methods to encourage participants to view themselves as part of a problem and also part of a solution. Many independent ideas are generated using the technique. The participants find that the NGT process is threat free. They also gain a high sense of accomplishment. NGT has five steps:

Step 1: Silent generation of ideas. The question under consideration is shared with each group member. Each participant is then charged to write brief phrases or statements which will answer the question.

1. Pass out sheets containing prepared statement.
2. *Read* the question to the group.
3. Ask the group to spend 5-10 minutes *silently* and independently making a list of ideas.
4. *You* sit down and also make a list. This is important, as the group will model your behavior. Look and be serious. Discourage talking or distractions.
5. After 5-10 minutes stand up to end this step of NGT.

Step 2: Round-robin recording of ideas. The participants are asked to read one of their ideas. Each will be recorded on a flip chart or a blackboard. No discussion takes place at this point. One-by-one each participant either gives an idea or passes until all of the ideas generated by the group have been recorded.

1. Use your flip chart to record ideas with the magic marker. Write large enough for group to see.
2. Go round-robin around the group. Get only *one* idea per person at a time. Allow *no* discussion. The purpose of this step is simply *recording*. Don't pressure participants. Ask "Do you have an idea for the group?" Keep statements brief for recording ease. Go around the group three or four times. Support each idea as though it were the answer. Remember, no one is *forced* to contribute and may PASS if they choose. New ideas which occur to participants not previously listed may also be used.
3. *Number* each idea as it is recorded.
4. When listing is complete, go to Step III.

Step 3: Each idea is clarified and discussed in the order in which it was presented. This step is designed to eliminate misunderstanding which might have arisen concerning each idea presented.

1. Beginning with #1 on your master list begin the clarification process. DO NOT REQUIRE the one who submitted the idea to explain it. Encourage group discussion.
2. Go down the entire list.
3. This is the only step in which conflict or disagreement may emerge. DO NOT ALLOW THIS TO HAPPEN. This step is *only* for explaining more fully the ideas listed. NO JUDGMENTS ARE TO BE MADE BY YOU OR THE GROUP AS TO THEIR VALUE.
4. The author of the idea may re-word it, but only the author.
5. When *all* ideas have been clarified, go on to Step 4.

Step 4: Vote on importance. Each participant is asked to rank a specific number of items - usually five, but anywhere from three to seven is acceptable. Each participant places the item number and its rank on separate cards. The votes are counted and discussion is encouraged to clear up misunderstandings about item information.

1. Hand out five 3 X 5 index cards to each participant.
2. Ask participants to select the five most important items and mark the number for each item in the upper left-hand corner (one number per card). Then ask them to write an identifying word or phrase on the card.
3. Have participants spread the five cards out in front of them so all are visible and then rank order them by putting a number (1-5) on lower left-hand corner, with five (5) for the most important and one (1) for the least important. Circle those numbers

Step 5: Final vote. From the process a list of answers by importance is obtained. This is the final step.

1. Determine the outcome of the meeting.
2. Provides a sense of closure and accomplishment.
3. Documents the group judgment.
4. Follow the same voting procedure as outlined in Step 4.

Delbecq, A., Van de Ven, A. H., and Gustafson, D. H. *Group Techniques for Program Planning,* Glenview, Illinois, Scott, Foresman and Company, 1975.

Hoyle, J. Teacher versus administrator: a growing crisis. *Planning and Changing,* 1975, *9,* 203-209.

NGT (NOMINAL GROUP TECHNIQUE) QUESTIONS

1. What can vocational and special education teachers do to work together to change or modify curriculum to meet the needs of handicapped students?

2. How can I change my program to accommodate the handicapped?

3. How can the special needs student best be helped within my school district?

FORWARD PLANNING

Materials Needed: Newsprint Pad
Magic Markers
Paper/Pencils
Forward Planning Forms

Number of Participants: 15-75

Approximate Time Needed: 45 minutes - 1 hour

Instructions:

1. Divide group into smaller groups of 5-8.
2. Allow 20 minutes for participants to write down as many problems or issues they can think of that might be encountered with mainstreaming the handicapped in regular vocational programs.
3. All problems and issues are shared, one at a time, with the group. Each problem or issue is written on the newsprint pad.
4. If time permits, the group decides upon 5 major problems/issues.
5. Post all newsprint copies in a prominent place so all participants can see them.
6. Groups then decide upon 1 problem/issue and work with the forward planning form to address that issue. Allow approximately 30-40 minutes for activity.
7. Meet in large group. One person from each small group shares the problem/issue they addressed and gives a brief summary of their plan of action.

FORWARD PLANNING FORM

1. Read the List of Issues.

2. Select an important issue.

3. List the barriers to meeting the issue.

4. Identify goal statements of alternative approaches for meeting the issue.

FORWARD PLANNING FORM

5. Identify tactical steps, strategies or activities that are necessary for achieving the goals.

6. For each of the tactical steps listed above, list who does it, where it will be done, when it will be done (time-line), how it will be done, and what will be done.

WHAT DO YOU DO NOW?

Materials Needed: Situation Sheets
Paper/pencils

Number of Participants: 5-50

Approximate Time Needed: 30-45 minutes

Instructions:

1. Divide participants into groups of 5-8.
2. Each group is given a situation sheet and asked to choose 1 situation they would like to address.
3. After approximately 20 minutes, all groups meet together and share their solutions to the situation they chose.

WHAT DO YOU DO NOW?

SITUATION 1

As a special education teacher in a Junior High school, you work with children from 15 regular classrooms in a resource program. It seems you and the regular classroom teachers are confused as to your role. The regular teachers seem to think you are to tutor slow children in content areas; you, however, believe the regular curriculum should change. You don't think that the content of regular classes (the materials you are being asked to tutor the children on) is appropriate. What do you do now?

1. Describe the underlying problems.

2. How will you resolve the conflict between you and the regular teachers concerning changes in the curriculum of the regular classroom?

3. What do you see as your role?

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WHAT DO YOU DO NOW?

SITUATION 2

You, as a 10th grade building trades teacher, have been told you will be getting three EMR (Educable Mentally Retarded) students next week. It is already 4 weeks into the semester and you have 22 students in your class already. There is no other vocational program for the EMR students to enter. You are hesitant to accept these students as you feel it will take too much time to get them "caught up" with the rest of the students, and besides, your class is too crowded already.

What do you do now?

1. Describe the underlying problems.

2. What can you do to accommodate the three new students?

3. Who could you turn to for some assistance?

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WHAT DO YOU DO NOW?

SITUATION 3

The vocational counselor feels special need students belong in special classes and has been hesitant to place them in your regular vocational class. One student, with a learning disability, has talked with you at length and you feel the student could benefit from your program. Since you can't place the student without the support of the counselor.....

What do you do now?

1. What is the underlying problem?

2. How can you, as a vocational teacher, resolve the problem with the counselor?

3. What could you do to change the attitude of the counselor to be more acceptable of special need students?

4. Who could you turn to for help?

IEP CASE STUDY AND PLACEMENT

Materials Needed: Placement Transparency
Case Study
IEP Forms
Pencils

Number of Participants: 15-75

Approximate Time Needed: 45 minutes

Instructions:

1. After ARD/IEP overview (Activity 1) briefly review possible placement alternatives. While leaving placement transparency visible for group to refer to, begin case study activity.

2. Divide group into smaller groups of 5-8 people.

3. Each person receives a case study and an IEP form.

4. Participants read case study and complete IEP as a group. Decision for placement must be a group decision. (They should work as an IEP committee.)

5. Goals, objectives and placement are shared with entire group. Discussion of the different placements, etc., should follow.

Name: Jesse Olivares
Parents: Mr. & Mrs. J. O. Olivares

Test Dates: 1-19-79
1-22-79
2-12-79

Referral Date

Jesse, who will be 16 years old in April, was first referred to Special Services in September, 1975 when he was first enrolled in this school district. An extensive battery of tests identified him as an educable mentally retarded student. Jesse has been served in the Special Education Resource program for all academics since that time. He spends more than fifty percent of the day in this program and is mainstreamed for lunch and P.E. He is also enrolled in the regular career orientation program at Jones.

Language Dominance

Although the language spoken in the home is predominately Spanish, Jesse speaks fluent English and was tested in English.

Interests

Jesse helps his dad on the ranch almost every day. He works with the cattle and often times has the responsibility of driving the tractor. He also has had a vegetable garden at his house for the past four years. He has always shown an interest in growing plants and spends some of his spare time working in his garden.

Sociological Data

Jesse lives with his parents, three brothers (ages 4,7,15) and five sisters (ages 2,9,11,14,18). His father is a ranch worker and his mother is a homemaker.

Social/Emotional Behavior (Interviews with Regular and Special Education teachers and the School Counselor)

Jesse's behavior has been noticeably immature since he first enrolled in this school district. He seems to be an extremely anxious and fearful child. He does not relate well with other students his age and stays to himself most of the day.

Background Information

Jesse was a premature baby at seven months. He was late in walking and did not start talking until well past two years of age.

Test Observations

Jesse is an attractive young man who is very small for his age. When conversation was required, he would shrug or nod his head at the beginning of the verbal parts of the WISC. In order to establish rapport and verbal communication, the verbal and performance subtests were given in mixed order with first a verbal and then a performance subtest until completion. He drew and wrote with his right hand but he used his left hand for the performance subtests. His small motor coordination was slow. All written work seemed to be difficult to perform and took much effort. On the performance tests object assembly and block design, Jesse scored low; but time was the factor.

Test Results

WISC

Jesse is presently functioning within the mental defective range of intellectual functioning according to the full scale score of the WISC. The verbal scale score is within the borderline range. He scored in the mental defective range on the performance tests. Most subtests scores were flat. Strengths were noted on the comprehension subtest and digit span with scaled scores of 8 which are in the slow learner range. Jesse's lowest scores were on the subtests: arithmetic (2), picture completion (3), picture arrangement (4) and object assembly (4). Scores of two and three are in the trainable range. A score of four is in the educable range.

Bender Gestalt

Jesse took twelve minutes to complete this test with eight errors according to the Koppitz scale. The errors were: distortion, rotation, integration and perseveration.

Adaptive Behavior

Two separate interviews were held with each individual parent. Both parents were cooperative. Jesse does not adjust to new situations very well according to his mother. Concerning potential vocational interests, his mother said "I don't think he'll be able to work." His mother did say he was dependable. He can ride a bicycle but cannot make change. He can and does help around the house and ranch. Both parents want Jesse to continue in school. Mr. & Mrs. Olivares said Jesse is different from other children. They said "he is slow but he is doing better." When an activity is too hard for him he becomes frustrated and stops working. He does not play cooperatively with others.

WRAT

The following grade level scores are taken from the WRAT which was given in January, 1979: Reading 2.6, Spelling 3.7, Arithmetic 2.3.

CONCLUSIONS

Jesse is performing within the mental defective range of intellectual functioning according to the WISC. The adaptive behavior is below normal for an individual of his age. The WRAT shows he is achieving more than four levels below his grade level. Though he has had speech therapy, he still has difficulty with verbal communication skills. Pencil and paper operations are performed with slow, deliberate strokes. Jesse seems to have difficulty controlling the pencil to the task. All performance was slow. Jesse qualifies for special education as educable mentally retarded. It is recommended he still receive some assistance from the resource program.

Jesse still needs emphasis on practical usage of academics based on vocational readiness skills. Time structuring should be introduced in relation to the vocational requirements. Verbal communication skills as well as social awareness could be worked on simultaneously in a small group situation.

Jesse can best learn through the auditory channel. He needs a variety of experiences based on vocational and social situations. Opportunities to share experiences through discussion need to be provided consistently. Visual motor and fine motor skills need to be worked on.

If further assistance is needed please contact me.

Examiner: Jane Doe
Educational Diagnostician

1. What vocational placement would provide the least restrictive environment? Justify your answer.

2. Complete the last two pages of the Sample IEP Form.
   What are the long term goals?
   What are the short term goals?
   How will these be accomplished?

3. Do you feel your committee was able to make an appropriate placement decision for this student? If not, who should be included in the make-up of the committee?

SAMPLE IEP FORM

I. STUDENT IDENTIFICATION

Name____________________ Sex M____ F____ I.D.#__________

Birthdate__________ Chron. Age______Grade______Date of Entry into Kdgn__________

School____________________Teacher____________________

Parents____

Address____________________Phone__________

District of Residence______________________________

Primary Language of:
Home__________Pupil__________How Determined__________

II. ASSESSMENT INFORMATION

Indicate Present Levels of Student Performance if Applicable---

Based on: Developmental Summary_____Speech and Language Report_____

Psycho-educational Reports_____Physician's Report (as needed)_____

Academic Achievement:____

____

Communication Development:____

____

Social Adaptation:____

____

Prevocational and Vocational:____

____

Psychomotor:____

____

Self-Help Skills:____

____

III. PROGRAM INFORMATION

Special Education Program ____________________ Date of Enrollment ____________________

Projected Duration ____________________ Special Teacher ____________________

Rationale for Placement ____________________
(least restrictive concept)

____

Services to be Provided to Reg. Teacher ____________________

P.E. Program ____________________ Prevocational ____________________

Vocational ____________________

Additional Support Services ____________________
(Specify Date of Initiation and Duration
and Personnel Responsible) ____________________

____

IV. IMPLEMENTATION INFORMATION

Learning Styles:

Rate ____________________

Modality ____________________

Learning Situation:

Interation ____________________

Place, Materials, etc. ____________________

Student Interests, Talents, etc.:

____

____

Behavior Strengths:

____

Effective Reinforcers:

____

____

Special Instructional Media and Materials: ____________________

____

Personnel Responsible for Implementation of IEP: ____________________

____

____

V. MEETING INFORMATION

IEP Meeting Date ____________________

Interpreter Required: Yes_____ No_____

____
(Parent Signature)
Attended Meeting:
Yes No

____
(Administrator Signature)

____
(Specialist/Teacher Signature)

____
(Pupil Signature)

____
(other: position ____________________)

____
(Other: Position ____________________)

VI. PRIORITIZED LONG RANGE GOALS AND PERIODIC OBJECTIVES

Student Name ____________________

LONG RANGE GOAL ____________________ Periodic Objective(s) ____________________ (Specify time, observable behavior, evaluaton conditions, and criteria.) ____________________ ____________________ Person Responsible ____________ Date Established ________	Monitoring of Goals and Objectives ____________ Date: ________ ______ Achieved ______ Reviewed ______ Revision Recommended
LONG RANGE GOAL ____________________ Periodic Objective(s) ____________________ (Specify time, observable behavior, evalution conditions, and criteria.) ____________________ ____________________ Person Responsible ____________ Date Established ________	Monitoring of Goals and Objectives ____________ Date: ________ ______ Achieved ______ Reviewed ______ Revision Recommended
LONG RANGE GOAL ____________________ Periodic Objective(s) ____________________ (Specify time, observable behavior, evaluation conditions, and criteria.) ____________________ ____________________ Person Responsible ____________ Date Established ________	Monitoring of Goals and Objectives ____________ Date: ________ ______ Achieved ______ Reviewed ______ Revision Recommended

VII. SHORT TERM OBJECTIVES

INDIVIDUAL INSTRUCTIONAL PLAN (SHORT TERM OBJECTIVES)

To be completed by personnel responsible for implementation.

DISTRICT/SCHOOL ____________ STUDENT'S NAME ____________ C.A. ____ DATE ____

LONG RANGE GOAL ____________________

PERIODIC OBJECTIVE ____________________

____

LEARNING STYLE ____________ BEHAVIORAL STRENGTHS ____________

SHORT TERM OBJECTIVES

Person or persons responsible for implementation:

Reviewed Date:

Achieved Date:

Revision recommended

Person or persons responsible for implementation:

Reviewed Date:

Achieved Date:

Revision recommended

Person or persons responsible for implementation:

Reviewed Date:

Achieved Date:

Revision recommended

DECISIONS, DECISIONS. . .

Materials Needed: Transparency
Problem Sheets

Number of Participants: 10-100

Approximate Time Needed: 30 minutes

Instructions:

1. Presenter shows decision-making transparency to group and discusses and clarifies each step.
2. The problem sheet is then passed out to the participants and they are to solve the problem.
3. Volunteers are then asked to share with the group their solutions to the problem, difficulties encountered in meeting the problem, etc.

DECISION MAKING PROCESS

STEP 1: DEFINE THE PROBLEM.

STEP 2: IDENTIFY YOUR GOAL.

STEP 3: CONSIDER ALTERNATIVES.

STEP 4: ANALYZE THE CONSEQUENCES OF EACH ALTERNATIVE.

STEP 5: SELECT THE BEST ALTERNATIVE.

Problem Situation:

As of the end of this school year, it will no longer be possible for you to continue working in the field of education. You need employment, and must now make a decision as to what job you can step into immediately or for which you can retrain.

Step 1: *Define the problem.* (What specifically is the real problem?)

Step 2: *Identify your goal.* (Consider your assets, interests, and values.)

Step 3: *Consider all alternatives.* (Think as freely as you can; consider any possibility or dream.)

Step 4: *Analyze the consequences of each alternative.* (Consider both the good and bad consequences.)

Step 5: *Select the best alternative.*

WHAT DO YOU DO?

Materials Needed: Problem Situation Sheets
Pencils/Paper

Number of Participants: Any number

Approximate Time Needed: 30 minutes

Instructions:

1. Divide group into smaller groups of 5-8 participants.
2. Each group chooses a problem situation and determines how that problem could be solved. Allow approximately 15 minutes for the groups to work on the problem.
3. A spokesperson from each group shares their solution to the problem with the entire group. Discussion of the solutions can follow.

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SITUATION 1: Annie, a trainable mentally retarted student loves to work with plants. She has been enrolled in a VEH Horticulture class for a year and a half. She has come to you and told you she wants to run a nursery when she graduates from high school. Annie can neither read nor do simple mathematics. Although she can do all the work required in a nursery, she lacks the ability to manage a business. What do you do?

1. What is the problem?

2. What are Annie's strong points? Her weak points?

3. What possible alternatives could Annie have?

4. What would you recommend for Annie to do?

SITUATION 2: As a co-op teacher, you have finally been able to place all your students on a job except for Jake. Jake had polio as a child and has difficulty moving around. He is a large young man and has tremendous strength in his shoulders and arms. Jake has a real interest in working outdoors and has had some vocational training in Building Trades. The builder who usually hires students, however, has some misgivings about whether or not it would be safe to hire him. What would you do?

1. What is the problem?

2. How could this problem be resolved?

3. What alternatives are available for Jake?

4. What would you recommend?

SITUATION 3: Marty has wanted to be a veterinarian for as long as he can remember. He has always had pets and taken care of his neighbors' animals. Marty has a learning disability and has a great deal of difficulty reading. It is a slow and laborious task to read just one chapter of a text. He has come to you to help work out a schedule that would help prepare him for college and vet school. You really don't think he will be able to make it and will be wasting his time. What would you do?

1. What is the problem here?

2. What are some ways this problem might be resolved?

3. What advice and help could you give to Marty so that he might be more realistic about his future goals?

SCRAPBOOK

Materials Needed: 1 scrapbook per participant
Pencils

Number of Participants: any number

Approximate time needed: 20 minutes

Instructions:

1. Scrapbook is made before workshop begins. The cover should be either construction paper or colored paper with three sheets (folded) inside.
2. Participants are divided into small groups of 5-6.
3. Each participant has 3 minutes to write down one successful change they have made in their program to accommodate the handicapped student.
4. The scrapbooks are then passed around the group and each person writes in each scrapbook the change they have made. Time should be allowed for oral clarification of the change made.
5. All participants will end the session with 5-6 usable changes that can be made in their curriculum or program.

SCRAPBOOK

8

Resources

Marilyn Kok

Information on curriculum . . . . National sources of information on vocational special needs . . . . Local resources . . . . Books

WHERE MIGHT I FIND INFORMATION ON CURRICULUM AND TECHNIQUES FOR TEACHING HANDICAPPED STUDENTS IN VOCATIONAL CLASSES?

Names and addresses of selected sources that may be useful for future resource searches:

- Bureau of Education of the Handicapped
  Seventh and D Streets N. W.
  Washington, D. C. 20202

- President's Committee on Employment of the Handicapped
  1111 Twentieth Street N. W.
  Washington, D. C. 20210

- The Clearinghouse on the Handicapped
  Office for Handicapped Individuals
  Room 338D Hubert H. Humphrey Building
  Washington, D. C. 20201

- U. S. Department of Health, Education and Welfare
  Office of Human Development Services
  Office for Handicapped Individuals
  Washington, D. C. 20201

RESOURCES

- Council for Exceptional Children
  1920 Association Drive
  Reston, Virginia 22091

- American Vocational Association
  1510 H Street N. W.
  Washington, D. C. 20005

- The National Center, Educational Media and Materials for the Handicapped
  Ohio State University
  Columbus, Ohio 43210

- The Leadership Training Institute
  Special Education
  University of Minnesota
  249 Fraser Hall, 106 Pleasant Avenue
  Minneapolis, Minnesota 55455

- The ERIC System

- Northeast Curriculum Coordination Center
  Bureau of Occupational Research
  Division of Vocational Education
  225 West State Street
  Trenton, New Jersey 08625

- Southeast Curriculum Coordination Center
  Mississippi State University
  Research and Curriculum Unit
  Drawer JW
  Mississippi State, Mississippi 39762

- East Central Curriculum Coordination Center
  Professional and Curriculum Development Unit
  Division of Vocational Technical Education
  100 North First Street
  Springfield, Illinois 62777

- Midwest Curriculum Coordination Center
  State Department of Vocational and Technical Education
  1515 West Sixth Avenue
  Stillwater, Oklahoma 74074

- Northwestern Curriculum Coordination Center
  Washington State Coordination Council for Occupational Education
  222 Airdustrial Park, Box 17
  Olympia, Washington 98504

- Western Curriculum Coordination Center
  University of Hawaii
  2444 Dole Street
  Honolulu, Hawaii 96822

- Wisconsin Vocational Studies Center
  University of Wisconsin
  321 Education Building, Box 49
  Madison, Wisconsin 53703

- The Center for Vocational Education
  The Ohio State University
  1960 Kenny Road
  Columbus, Ohio 43210

- Center for Studies in Vocational and Technical Education
  University of Wisconsin - Madison
  Madison, Wisconsin

WHAT RESOURCES MIGHT I FIND LOCALLY?

- Special education personnel: Several schools have been very successful in coordinating a team effort between special education and vocational education for curriculum development. And probably more teaching problems have been solved over a cup of coffee shared with a teacher down the hall than through any inservice, research, or curriculum development effort.

- University personnel: Several universities have taken the lead in collecting information on vocational special needs.

WHAT BOOKS WOULD YOU RECOMMEND?

There are many excellent books available; many have been cited in other chapters, however, I will only recommend one - the one I have found most helpful and most accepted by vocational teachers.

Altfest, Myra. *Vocational Education for Students with Special Needs: A Teacher's Handbook.* Fort Collins, Colorado: Department of Vocational Education, Colorado State University, 1975.

I would also like to recommend the following instructional modules available through The Vocational Special Needs Program, College of Education, Texas A&M University, College Station, Texas.

Individualized Behavior Modification, by Sid Pandy
Group Behavior Modification for the Handicapped, by Sid Pandy
Determining Readability Levels, by Anthony O'Keeffe
Specifying and Writing a Daily Lesson Plan, by Marilyn Kok
Identifying Learning Styles and Complimentary Teaching Methods, by Marilyn Kok, Joan Jernigan, and Marc Hull.

9

Employment

Marilyn Kok

A system for job placement. . .
Preparing the student. . .
Preparing the employer. . .
Advice for the employer. . .

No vocational program would be complete without considering employment. In many schools the responsibility of finding jobs for students falls on the placement officer or vocational counselor. Both of these are vocational personnel housed within the vocational department. On the other hand your school may have assigned the responsibility for job placement to a staff member from special education (in Texas, these are called Vocational Adjustment Coordinators). If so, try to ensure that this person works closely with your own vocational staff.

In this chapter I will suggest some techniques for finding jobs for handicapped students.

JUST HOW HARD IS IT FOR HANDICAPPED PEOPLE TO FIND EMPLOYMENT?

Some handicapped people have no more trouble than non-handicapped people. Nelson Rockefeller had dyslexia and he had no trouble getting a job. Franklin D. Roosevelt was in a wheelchair and he kept his job. Peter Falk is missing an eye and he keeps working. So you can't just lump all handicapped people together and say, "They all have trouble getting a job."

Unfortunately, more handicapped people have trouble getting employed than other people; their unemployment figures are much higher than the national average.

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This is why appropriate vocational training can be the password for them into gainful employment and all the benefits that come with it.

HOW CAN I IMPROVE THE EMPLOYMENT OPPORTUNITIES OF HANDICAPPED STUDENTS?

Just remember that training a handicapped student cannot be a hit or miss thing. You'll have to put careful planning into it, and the more handicapped a person is the more careful the planning will have to be.

All the guidance on finding jobs puts the placement officer in the role of a matchmaker. In the days of old, the matchmaker took two people, one with a dowry and one with requirements for a dowry, and brought them together. Today, in much the same way, the placement officer brings together a student with certain skills and an employer with a demand for certain skills.

When the student is handicapped, however, the perspective on employment changes slightly. The placement officer does more than just find a job for an already trained student; the placement officer finds a job then works with teachers to train a student for that job or one like it.

Project FIT (Fundamental Industrial Training), based in Commerce, Texas, and directed by Elaine Adams, has put together an excellent system for matching potential jobs with student's skills. This system is especially worthwhile for mentally handicapped learners, but will work as well for other students. As you read through these suggestions, please keep in mind that although I have made some changes, I am indebted to Dr. Adams and her staff for the basic ideas. The original concept of designing curriculum around actual job requirements came from Dr. Harry Fullwood at East Texas State University.

This is the system:

1. *Before any specific student arrives on the scene, gather a resource file of local employees who might hire the handicapped.*

Certain employers, naturally, will be more likely to hire handicapped applicants, so begin your file by listing:

- Parents or relatives of handicapped people;
- Members of advocacy groups;
- Members of advisory groups;
- Companies with government contracts;
- Employers who hire vocational/technical students regularly;
- Employers who have hired handicapped applicants in the past.

As you can see, who you know could make a big difference in your success. For further ideas and a list of employers who have been active in hiring the handicapped call your district rehabilitation offices, your Governor's Committee for the Employment of the Handicapped (see Resource section), and other advocacy groups.

Round off your list of possible employers by looking through the Yellow Pages and by contacting the Chamber of Commerce for a complete list of businesses and industries in your community. As you're listing possible employers remember that you are thinking a few months or even years in advance, so will need to list companies that regularly have openings.

2. *Complete your resource file by interviewing employers and supervisors and collecting employment information.*

This step is your opportunity to sell your program to the community. Above all else remember that employers are busy. Make your presentation concise and well organized. Dr. Adams suggests that you include certain points in your presentation:

- Purpose of program
- Need for a program
- Benefits employers will receive
- Employer's involvement in program

At this stage you are merely introducing the program. Remind the employer that when a specific student arrives on the scene, the employer will have the opportunity to hire or not hire as with any other applicant. Essentially, you are seeking an indication of interest.

And face it: some of your possibilities won't work out. Some of the employers will be against the idea of hiring handicapped applicants, others will not have appropriate job opportunities, and others will not anticipate enough openings to make training worthwhile. This step in the system helps you find these less appropriate prospective employers.

If an employer does indicate an interest, ask to tour the facilities. The forms on the following pages, taken from the Project FIT Manual* could be useful to you as you research possible opportunities.

3. *Once you begin considering a specific student, see if the student's interests lie toward any of the possible jobs in your file.*

This step will occur when a handicapped student is being considered for vocational training and will therefore precede the individualized education program. It will require talking with the student early on in whatever assessment the student goes through before the IEP.

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*Adams, Elaine, Project FIT Implementatation Handbook, Austin: Texas Rehabilitation Commission, 1977.

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SCREENING INVENTORY FOR POTENTIAL EMPLOYMENT SOURCE

1. CONTACT PERSON________________________ POSITION__________________ DATE__________

2. NAME OF BUSINESS____

3. TYPE OF WORK:

Mfg._____ Clerical_____ Public service_____ Food service_____

Mech. repair_____ Agricultural_____ Wholesale_____ Retail_____

4. NUMBER OF EMPLOYEES:

Less than 10_____ 11-25_____ 26-50_____ 51-100_____ Over_____

5. NUMBER OF NEW EMPLOYEES:

0-5 (month, year)_____ 6-10 (month, year)_____ Other (month, year)_____

Anticipation of employee increase_____

6. TURNOVER RATE:

0-5% (month,year)_____ 6-10% (month, year)_____

7. TYPES OF EMPLOYMENT:

Part-time_____ Full-time_____ Seasonal_____

8. TYPES OF WORK:

Entry level with skills_______________ Entry level without skills____________

Semi-skilled__________________________ Skilled______________________________

9. GENERAL IMPRESSIONS:

EMPLOYMENT EVALUATION QUESTIONNAIRE
INTERVIEW: EMPLOYEE BENEFITS

1. EMPLOYEE HANDBOOK:

Available_____ Used in training session_____ Loaned to new employee for self use_____ Kept by new employee_____

2. ORIENTATION PROGRAM:

Required_____ Optional_____ Time duration_____

3. INSURANCE BENEFITS:

Life_____ Health/Hospitalization_____ Partial payment by employer_____

Paid by employee_____ Total paid by employer_____

4. UNION REQUIREMENTS

Membership available_____ Union handbook available_____

5. PROMOTION PROCEDURES:

Bid for promotion_____ Promotion based on seniority_____ Promotion based on length of employment_____ Promotion based on quality of work_____

6. LEAVE OF ABSENCE:

Sick leave policy_____ Maternity leave_____ Sickness in family_____

Military leave_____ Death of family member_____ Extended sickness_____

Jury duty_____

7. VACATION/HOLIDAYS

Accumulated after period of employment_____ Paid_____ Unpaid_____

Policy concerning absences prior to and after vacation/holiday_____

EMPLOYMENT EVALUATION QUESTIONNAIRE
INTERVIEW: EMPLOYEE REQUIREMENTS

1. APPLICATION

Filled out on site_____ Can be taken home_____ Tests must be taken_____

Type of tests____

____

2. EMPLOYEE REQUIREMENTS:

Age_____ Education_____ Physical Exam_____ Health Certificate_____

Paid by employer_____ Paid by employee_____

3. DRESS CODE REQUIREMENTS:

Uniform_____ Hair coverage_____ Hair control (females) ____

Footwear__________ Other____________________________________

Uniform furnished_____ Uniform cleaned by employee_____ Uniforms cleaned by employer_____

4. HIRING PROCEDURES:

Interview with personnel manager_____ Supervisor_____ Other_____________

What variables are looked for in an applicant______________________________

5. TIME KEEPING:

Timeclock_____ Timecards_____ Timesheet_____ Labaled by name_____

Labeled by employee number_____ Computed by employee_____ Computed by employer/supervisor_____

6. OVERTIME:

Required_____ Optional_____ Compensatory time_____ None_____ Time and one-half_____ Double time_____

7. PROBATIONARY EMPLOYMENT:

Policy for all new employees_____ Time duration_________ Salary increases afterward_____ Dismissal procedures_________________________

8. EMPLOYEE PAY:

Pay schedule_____ From whom would check be received____________________

9. WORK TIME:

Shift hours_______________________ Required number of hours_____________

The possibilities for employment are so important for handicapped students that one national leader in this area, Dr. Marc Hull of Vermont, has even suggested that an "Individualized Employability Plan" be prepared for each handicapped student. This vital aspect of the handicapped student's education is your responsibility.

Whatever you do, don't force the student's interests to fit your previously researched jobs. Many handicapped students have been forced all their lives to go in certain directions for convenience's sake. The students' chances for success will be much higher if they have, coupled with guidance, the opportunity to choose training goals for themselves. If, however, students are interested in working toward one of your job opportunities, look over the employment available in that area and plan training goals accordingly.

4. *Plan training goals.*

Essentially, this will involve helping to write the individualized education program for the handicapped student. Take what you know about the student's interests and what you know about job opportunities and employer attitudes in your community and match the two to provide guidelines for vocational training.

ONCE A VOCATIONAL PROGRAM HAS BEEN CHOSEN, TO WHAT DEGREE SHOULD A STUDENT BE TRAINED FOR A SPECIFIC JOB IN THE COMMUNITY?

As a rule of thumb, the more severe the handicap, the more specifically training should point toward an already identified job. Because Project FIT primarily serves the more severely handicapped, their guidelines include a detailed job analysis and training program that includes task analysis and work-site simulation. If you are serving the more severely handicapped in your program, use the excellent Project FIT materials as a resource.

Most of the students mainstreamed into regular vocational program, however, are less severely handicapped or are severely handicapped in only one or two ways (unable to read, unable to walk, and so forth). It is therefore appropriate that many of these students receive the training available in a regular vocational program which prepares a student to work for any number of employers.

To help make this training geared a little more toward certain job opportunities, you could talk over with the vocational teacher which employers in the community have positive attitudes toward hiring qualified handicapped applicants. You could also share anything you know about these employers' work-sites which could help the teacher gear the student's training toward the positions these employers could have open.

If you are a part of the vocational department, and responsible for coordinating the job placement of all vocational students, then you know how helpful a vocational teacher can be. Vocational teachers know employers in their fields, know which are amenable to certain kinds of students. If you are a member of the special education staff assigned to handle the job placement of handicapped students you might not realize how important working with the teachers is. If you discount their assistance, you do so at the expense of the handicapped students.

WHEN THE STUDENT HAS COMPLETED HIS OR HER TRAINING, WHAT ADVANCE WORK SHOULD I DO WITH THE EMPLOYER BEFORE TAKING THE STUDENT IN FOR AN INTERVIEW?

Preparing the employer is a two-step process. The first step is your preparation. Find out everything you possibly can about the employer, his or her past record of employing vocational students, whether the employer has ever hired any other handicapped applicants through vocational education or other sources. Review what you know about the work-site and the company's product or service.

Lay out your game plan carefully. List your reasons for choosing this employer's job opportunity for the student, know which needs the employer has that this student is going to fill. If you cannot feel absolutely certain that the student is qualified, perhaps you should reconsider the placement. You should be doing the employer a good turn by providing a trained worker, rather than the employer doing you one by taking one of your placement responsibilities.

The second step is talking to the employer. When you first went to the employer you were merely finding out his or her attitudes toward hiring handicapped applicants, and whether any job opportunities within the company were suitable for training. Now you are introducing a certain student. Your approach will have to change a little.

Begin with the student's qualifications and continue to stress them throughout the interview. You cannot ask the employer to hire someone who is handicapped in doing what the job requires. Instead, ask the employer to hire someone who is qualified to do the job, while being handicapped in a way that does not interfere with what must be done on the job. Make your slogan "Hire the Qualified," rather than "Hire the Handicapped."

Do explain the student's handicap, in the simplest language you know of, without making any excuses. Explain what problems the handicap could cause, then move quickly to how these can be overcome, and why you do not think the handicap will interfere with job requirements.

According to Lea Covington, who has been placing handicapped students in employment for several years, "Employers must be prepared for student's mistakes. Without playing up the fact that students are mentally retarded or otherwise handicapped, you should be as honest as possible about their limitations, informing employers if students have been in trouble with the law or if they will be slow to catch on to instructions. Then even if a student has been unable to keep the job, employers will often call back because previous students have been presented honestly."*

HOW SHOULD I PREPARE THE STUDENT FOR AN INTERVIEW?

Be sure the student understands and can perform the basic requirements for applying for a job, such as filling out an application and knowing his or her social security number. Also, explain at some stage in the student's training how important the less tangible aspects of an interview: sitting up straight, maintaining eye contact, listening carefully without interupting, and all the other tips you have picked up in your experience. I say at some time in the student's training because some handicapped students have a hard time assimilating too much information all at once. You may need to space out your instruction.

The following is probably standard procedure for you, but is especially important for handicapped students: brief them on the job, the employer, the working conditions, the work-site, and the responsibilities. You will have already spoken to the employer. Tell the student everything you can about that interview.

The purpose of all this preparation is to boost the student's confidence. Like everyone, handicapped students are wary of the unknown; some just cannot handle surprises. Your preparation will give these students some extra ammunition to use in what could be an extremely difficult situation for them.

To further prepare, you could have the student work through several sample applications or answer the following questions in a simulated interview:

- What are your vocational plans?
- How do you spend your spare time?
- In what type of position are you most interested?
- Why do you think you might like to work for our company?
- What qualifications do you have that make you feel you will be successful in your field?
- Why do you think you would like this particular job?
- Do you prefer working with others or by yourself?

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*Covington, Lea., "VAC Insights," Project Encounter Instructional Module, Texas A&M University, 1977.

- Can you take instructions without feeling upset?
- Can you get recommendations from previous employers?
- Have you had any serious illness or injury?
- Do you like to travel?
- How about overtime work?
- What have you done which shows initiative and willingness to work?*

These questions and others you anticipate an employer asking would be very helpful in preparing the student.

WHAT ADVICE CAN I GIVE THE EMPLOYER WHEN THE STUDENT COMES ON THE JOB?

You will have already explained what special recommendations the student might need, so, the most important thing to tell the employer is this: "Call if you have any questions, problems, or concerns. I want to continue working with you and with the student. I want to help in any way possible." Stop by occasionally even when the employer has not indicated any problems, just to see how the student is doing. (You will probably have to carry on some kind of evaluation as required by your school district as well.)

You may also suggest to the employer that he or she carry on some kind of orientation for other employees in addition to standard orientation for the new employee. If the handicapped student has special problems that might hinder social relationships (such as a speech impediment, or an overall slowness to understand instruction), a few words of preparation will help fellow employees accept the handicapped student.

Finally, warn the employer that in spite of a handicap the student needs to be treated much the same as any other qualified employee. The student needs to feel part of the "family" with very few special considerations or exceptions. The student may need a few extra tries, a little extra patience, but if the employer finds that the student is unable to do the job, the employer should not feel bad about calling you and arranging for dismissal. After all, you are not seeking just any job, you are looking for a job the student can succeed in.

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*Prairie View A&M University, Job Placement Services: A Suggested Model for Implementation, Prairie View, Texas.

Inservice Activities

Marilyn Kok

Kenne G. Turner

Which job?
New perspectives
Tell it like it is.

CONCEPTS

Special needs students can learn to be self-sufficient.

All students need to have a feeling of worth.

The handicapped are as productive and reliable on the job as are the non-handicapped.

PERFORMANCE OBJECTIVES

The teacher will be able to determine proper job placement for the handicapped student.

Personnel will be able to instill in their students the value of work.

The teacher will be able to identify the abilities and limitations of handicapped individuals.

WHICH JOB?

Materials Needed: Which job? form
Pencils

Number of Participants: Any number

Approximate Time Needed: 20-30 minutes

Instructions:

1. Put the participants in smaller groups. Assign one of the students described below to each small group.
2. Based on these descriptions have participants go through the form and mark whether they believe each job would be an appropriate long-range goal for the student. Have them ready to defend their decision. Give five minutes.
3. Have them share their decisions with their small group. Give them ten minutes to come up with a group list.
4. Lead a discussion about the differences between the small groups' lists.

STUDENTS:

Sam Thompson is a mildly retarded student. He is 19 years old. Sam has a short attention span and is frequently inattentive. He is significantly below grade level in both reading and math. His motor skills are average for his age.

Tony Garza has an auditory learning disability and has difficulty following oral instructions. When receiving instructions Tony frequently requests that information be repeated. His math skills are good, but his reading skills are at about a third-grade level.

Tracy Wilson, a 16-year old wheelchair boung paraplegic, is paralyzed from the waist down. She moves around easily in her wheelchair and has full use of her arms. Her reading and math skills are at grade level and her performance in the building trades has been excellent.

Lorne Simpson, an 18-year-old partially blind student, must depend on his sense of touch for learning. He has some difficulty with eye-hand coordination and while his math is at grade level his reading is below grade level.

Peter Miller is a 19 year old deaf student. He does some lip reading and signing. Peter is unable to recognize speech sounds, even with a hearing aid, and his reading and math are about two grades below his school-age peers.

POSSIBLE LONG-RANGE GOALS	APPROPRIATE	NOT APPROPRIATE	APPROPRIATE WITH MODIFICATIONS
Sales clerk			
Clerical			
Office machine operator			
Automobile and accessories installer			
Cabinetmaker			
Carpet installer			
Construction			
Electric power lineman			
Mechanics and repair person			
Metal craftsperson			
Printing craftsperson			
Tailor			
Upholsterer			
Clothing ironer and presser			
Garage worker/gas station attendant			
Laundry and dry cleaning operator			
Meat cutter and butcher			
Welder and flame cutter			
Seamstress			
Bus Driver			
Carpernter's helper			
Garbage collector			
Farm laborer			
Food service worker			
Health service worker			
Child care worker			
Hairdresser and cosmetologist			
Shampooer			
Barber			
Guard or Watchperson			
Baggage porter or bellhop			
Chambermaid			
Delivery person			
Taxicab driver			

NEW PERSPECTIVES

Materials Needed: New Perspectives form
Pencils

Number of Participants: 15-150

Approximate Time Needed: 30-45 minutes

Instructions:

1. Divide large group into smaller groups of 5-8 participants.
2. As a group, choose on the handicapping conditions listed below. You will have five minutes to list as many disadvantages you can think of to having that handicap. Be as specific as possible.
3. Be prepared to share your list with the group.
4. Now turn over your sheet of paper and list as many advantages you can think of.
5. Share your list with the group.
6. Choose a spokesperson to share the advantages and disadvantages with the rest of the groups.

HANDICAPPING CONDITIONS

Paraplegic - in a wheelchair

Educably mentally retarded

Trainably mentally retarded

Blind

Deaf

Amputee - one leg missing

Amputee - one arm missing

Cerebral Palsied

L/LD - Unable to read

TELL IT LIKE IT IS

Materials Needed: Transparencies

Number of Participants: Any number

Approximate Time Needed: 15-20 minutes

Instructions:

1. Presenter leads a lecture/discussion using transparencies for lecture and encouraging discussion and audience participation.

EQUAL ACCESS FOR HANDICAPPED STUDENTS

SCHOOLS MAY NOT DENY HANDICAPPED STUDENTS ACCESS TO VOCATIONAL EDUCATION PROGRAMS, COURSES OR SCHOOLS BECAUSE OF THE EXISTENCE OF ARCHITECTURAL OR EQUIPMENT BARRIERS, OR BECAUSE OF THE ABSENCE OF EFFECTIVE AUXILIARY AIDS.

SCHOOLS MUST:

1. MODIFY INSTRUCTIONAL EQUIPMENT;
2. MODIFY OR ADAPT THE MANNER IN WHICH THE COURSES ARE OFFERED;
3. USE FACILITIES THAT ARE READILY ACCESSIBLE TO MOBILITY IMPAIRED STUDENTS OR ALTER FACILITIES TO MAKE THEM READILY ACCESSIBLE;
4. PROVIDE AUXILIARY AIDS THAT EFFECTIVELY MAKE LECTURES AND NECESSARY MATERIALS AVAILABLE TO HANDICAPPED STUDENTS.

APPROPRIATE COMPREHENSIVE VOCATIONAL EDUCATION FOR THE HANDICAPPED . . .

1. IS DEPENDENT UPON ALL SEGMENTS OF THE EDUCATIONAL SYSTEM. ELEMENTARY, SECONDARY, AND ADULT EDUCATION MUST PROVIDE THE PROGRAMS AND SERVICES NECESSARY FOR STUDENTS TO DEVELOP BASIC SKILLS AND MAKE CAREER CHOICES.

2. MUST INCLUDE COOPERATIVE RELATIONSHIPS BETWEEN THE EDUCATIONAL SECTOR AND THE EMPLOYMENT SECTOR TO FACILITATE THE TRANSITION FROM SCHOOL TO WORK.

3. WILL PROVIDE SEQUENTIAL EDUCATIONAL INSTRUCTION AND TRAINING APPROPRIATE TO THE NEEDS OF EACH HANDICAPPED INDIVIDUAL.

4. WILL REDUCE THE NUMBER OF HANDICAPPED PERSONS WHO ARE UNEMPLOYED BY PROVIDING THE EDUCATION NEEDED FOR EFFECTIVE PARTICIPATION IN THE LABOR FORCE.

5. WILL, TO THE MAXIMUM EXTENT POSSIBLE, IDENTIFY AND ELIMINATE FACTORS SUCH AS ATTITUDINAL AND ENVIRONMENTAL BARRIERS, WHICH DETERMINE TO A LARGE DEGREE THE IMPACT THAT SPECIFIC HANDICAPS HAVE ON INDIVIDUALS.

U.S. OFFICE OF VOCATIONAL REHABILITATION
SURVEY OF 100 LARGE CORPORATIONS

66% SAID THERE WERE NO DIFFERENCES BETWEEN HANDICAPPED INDIVIDUALS AND ABLE-BODIED INDIVIDUALS IN PRODUCTIVITY

24% RATED HANDICAPPED PERSONS HIGHER IN PRODUCTIVITY

59% REPORTED LOWER ACCIDENT RATES FOR HANDICAPPED PERSONS

55% REPORTED LOWER ABSENTEEISM RATES FOR HANDICAPPED PERSONS

83% REPORTED LOWER TURNOVER RATES FOR HANDICAPPED PERSONS

ACCOMMODATIONS FOR HANDICAPPED STUDENTS

HANDICAPPED STUDENTS MUST BE PLACED IN THE REGULAR EDUCATIONAL ENVIRONMENT OF A VOCATIONAL EDUCATION PROGRAM TO THE MAXIMUM EXTENT APPROPRIATE TO THE NEEDS OF THE STUDENT UNLESS IT CAN BE DEMONSTRATED THAT SUCH EDUCATION WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED.

HANDICAPPED STUDENTS MAY BE PLACED IN A SPECIAL EDUCATION PROGRAM AFTER THE PROVISIONS FOR PROPER EVALUATION, PLACEMENT, AND PROCEDURAL SAFEGUARDS HAVE BEEN FOLLOWED.

IF A SEPARATE CLASS OR FACILITY IS IDENTIFIABLE AS BEING FOR HANDICAPPED PERSONS, THE FACILITY, THE PROGRAMS, AND THE SERVICES MUST BE COMPARABLE TO THE FACILITIES, PROGRAMS, AND SERVICES OFFERED TO NONHANDICAPPED STUDENTS.

WORK DISSATISFACTION

SOURCES OF DISSATISFACTION HAVE BEEN CAUSED BY TWO FACTORS:

1. A CHANGE IN WORK VALUES THAT DEPENDED ON AUTHORITARIAN ASSERTION TO INCREASE WORKER OUTPUT AND ALLOWED WORK TASKS TO BECOME OVER SIMPLIFIED, FRAGMENTED, AND COMPARTMENTALIZED;

2. THE INABILITY OF WORKERS TO CONTROL THEIR WORK PROCESSES, RESULTING IN A LOSS OF PURPOSE AND SELF-EXPRESSION.

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REORIENTATION OF VOCATIONAL EDUCATION

- VOCATIONAL EDUCATION ACT OF 1963 . . .

  . . . THE ORIENTATION OF VOCATIONAL EDUCATION SHIFTED TO AN EMPHASIS ON PEOPLE WHO NEEDED SKILLS RATHER THAN UPON THE OCCUPATIONS WHO NEEDED SKILLED PEOPLE.

- 1968 NATIONAL VOCATIONAL EDUCATION ADVISORY COUNCIL . . .

  . . . ORIENTATION AND ASSISTANCE IN VOCATIONAL CHOICE MAY OFTEN BE MORE VALID DETERMINANTS OF EMPLOYMENT SUCCESS, AND THEREFORE MORE PROFITABLE USE OF EDUCATIONAL FUNDS, THAN SPECIFIC SKILL TRAINING.

★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★

CALLS FOR EDUCATIONAL REFORM

. . . A MOVEMENT THAT WOULD SEEK TO

- MEET THE NEEDS OF INDIVIDUALS
- EMPHASIZE CONCRETE EXPERIENCE
- UTILIZE NEW INSTRUCTIONAL RESOURCES
- REDUCE THE DISTINCTION BETWEEN VOCATIONAL AND ACADEMIC EDUCATION WHICH WOULD HELP TO ELIMINATE THE LABELING-AS-INFERIOR STUDENTS PLACED IN VOCATIONAL PROGRAMS

★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★

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ATTITUDES FREQUENTLY MANIFESTED BY STUDENTS WITH SPECIAL NEEDS

. . . Few if any successful experiences in or out of school. This has resulted in a negative self-image and conditioned them for failure.

* How can the teacher handle responses that indicate negative attitudes about self?

* How can the teacher handle responses that indicate negative attitudes toward others?

* How can we convince the special needs student that he/she is not trapped by environment or hereidty or disability?

9

Resources

Marilyn Kok

Local resources for finding employment for the handicapped . . . Directory of state contacts . . . Helpful handbooks and guides

WHAT OTHER RESOURCES CAN I FIND IN THE COMMUNITY TO ASSIST IN FINDING EMPLOYMENT FOR HANDICAPPED STUDENTS?

These are a few of the most helpful resources. I have included addresses at the end of this section:

- President's Committee for the Employment of the Handicapped: This is perhaps the most important resource you can tap for further information, an absolute gold-mine of materials, tips, and contacts. Send for a complete list of publications.
- Vocational Rehabilitation: Although most of the help they offer will be based on economic need and the age of the student, vocational rehabilitation can be one of your most important connections. They can provide vocational counseling and evaluation, prosthetic devices, and in some cases physical accommodations for the student.
- Mental Health/Mental Retardation: This agency's training centers can be very helpful in providing counseling for both the student and the parents.

- Human Resources Centers: The Comprehensive Education and Training Act (CETA) includes provisions for handicapped students. Since CETA can help pay the students' salaries, getting this assistance could be the difference between success and failures. Obviously employers will give students a little longer to catch on if they do not have to pay salaries.

- National Association of Retarded Citizens (NARC): NARC runs a very successful and beneficial on-the-job training program through which they pay half of the students' pay check for the first 160 hours of work and one fourth of the pay check for the next 160 hours. (Students must have an I.Q. of no higher than 80 to qualify.)

- State Employment Commissions have an impressive track record in finding employment for handicapped clients.

- Federal Job Information Centers.

Directory of State Contacts:*

Alabama
Governor's Committee: 2129 East South Blvd., Montgomery 36111
State Assn. for Retarded Children: P. O. Box 6202, Montgomery 36106
State Vocational Rehabilitation Office: 2129 E. South Blvd., Montgomery 36111
State Employment Security Office: Industrial Relations Bldg., Montgomery 36104
Federal Job Information Center: Huntsville—806 Governors Dr., SW, 35801
Mobile—107 St. Francis Street, 36602

Alaska
Governor's Committee: P. O. Box 3-7000, Juneau 99801
State Assn. for Retarded Children: P. O. Box 933, Anchorage 93501
State Vocational Rehabilitation Office: Pouch F, Alaska Office Bldg., Juneau 99801
State Employment Security Office: P. O. Box 3-7000, Juneau 99801
Federal Job Information Center: 632 Sixth Ave., Hill Bldg., Anchorage 99501

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*The President's Committee on Employment of the Handicapped and The National Association for Retarded Citizens, *About Jobs and Mentally Retarded People*, Washington, D. C.

Arizona

Governor's Committee: P. O. Box 6339, Phoenix 85005
State Assn. for Retarded Children: 2929 E. Thomas Rd., Rm. 216, Phoenix 85016
State Vocational Rehabilitation Office: 55 E. Thomas Rd., Suite 101, Phoenix 85012
State Employment Security Office: P. O. Box 6339, Phoenix 85005
Federal Job Information Center: Balke Bldg., 44 W. Adams St., Phoenix 85003

Arkansas

Governor's Committee: P. O. Box 2981, Little Rock 72203
State Assn. for Retarded Children: University Shopping Center, Asher at University, Little Rock 72204
State Vocational Rehabilitation Office: 211 Broadway, Rm. 227, Little Rock 72201
State Employment Security Office: P. O. Box 2981, Little Rock 72203
Federal Job Information Center: 923 W. Fourth St., Little Rock 72203

California

Governor's Committee: 800 Capitol Mall, Sacramento 95814
State Assn. for Retarded Children: 1107 Ninth St., Rm. 1020, Sacramento 95814
State Vocational Rehabilitation Office: 714 P Street, Sacramento 95814
State Employment Security Office: 800 Capitol Mall, Sacramento 95814
Federal Job Information Center: Los Angeles—851 S. Broadway 90014
San Bernardino—380 W. Court St., 92401
San Francisco—450 Golden Gate Ave., 94102
Sacramento—605 Capitol Mall, Rm. 4210, 95814

Colorado

Governor's Committee: 1575 Sherman St., Rm. 913, Denver 80203
State Assn. for Retarded Children: 1540 Vine St., Denver 80206
State Vocational Rehabilitation Office: 705 State Services Bldg., Denver 80203
State Employment Security Office: 1210 Sherman St., Denver 80203
Federal Job Information Center: Post Office Bldg., Rm. 203, Denver 80202

Connecticut

Governor's Committee: 2550 Main Street, Hartford 06120
State Assn. for Retarded Children: 21 R-High St., Hartford 06103
State Vocational Rehabilitation Office: 600 Asylum Ave., Hartford 06105
State Employment Security Office: Conn. Employment Security Division, Hartford 06115
Federal Job Information Center: 450 Main St., Rm. 716, Hartford 06103

Delaware

Governor's Committee: 801 West St., Wilmington 19801
State Assn. for Retarded Children: P. O. Box 1896, Wilmington 19899
State Vocational Rehabilitation Office: P. O. Box 1190, Wilmington 19899
State Employment Security Office: 801 West St., Wilmington 19801
Federal Job Information Center: 11th & King Sts., Wilmington 19801

District of Columbia

Mayor's Committee: 1331 H St., N. W., Washington 20005
State Assn. for Retarded Children: 405 Riggs, Rd., N. E. Washington 20011
State Vocational Rehabilitation Office: 1331 H St., N. W. Washington 20005
State Employment Security Office: 14th & E Sts., N. W., Rm. 220, Washington 20004
Federal Job Information Center: 1900 E St., N. W., Washington 20415

Florida

Governor's Committee: 77 Caldwell Building, Tallahassee 32304
State Assn. for Retarded Children: 220 E. College Ave., Suite 6, Tallahassee 32301
State Vocational Rehabilitation Office: 725 S. Bronough St., Rm. 254. Tallahassee 32304
State Employment Security Office: Caldwell Building, Tallahassee 32304
Federal Job Information Center: 3101 Maguire Blvd., Orlando 32803

Georgia

Governor's Committee: 103 State Office Bldg., Atlanta 30334
State Assn. for Retarded Children: Suite 615 Scott Hudgens Bldg., Atlanta 30354
State Vocational Rehabilitation Office: 629 State Office Bldg., Atlanta 30334
State Employment Security Office: State Labor Bldg., Atlanta 30334
Federal Job Information Center: Atlanta—275 Peachtree St.NE. 30303
Macon - 451 College St., 31201

Hawaii

Governor's Committee: 250 S. King St., Rm. 603, Honolulu 96813
State Assn. for Retarded Children: 245 N. Kukui St., Honolulu 96817
State Vocational Rehabilitation Office: P. O. Box 339, Honolulu 96809
State Employment Security Office: 825 Mililani St., Honolulu 96813
Federal Job Information Center: Federal Bldg., Honolulu 96813

Idaho

Governor's Committee: P. O. Box 7189, Boise 83707
State Assn. for Retarded Children: 1373 Spaulding Lane, Pocatello 83201
State Vocational Rehabilitation Office: 209 Eastman Bldg., Boise 83702
State Employment Security Office: P. O. Box 7189, Boise 83707
Federal Job Information Center: Room 663, Federal Bldg., Boise 83702

Illinois

Governor's Committee: 188 W. Randolph St., Chicago 60601
State Assn. for Retarded Children: 343 S. Dearborn St., Rm. 709, Chicago 60604
State Vocational Rehabilitation Office: 623 E. Adams St., Springfield 62706
State Employment Security Office: 165 N. Canal St., Rm. 200, Chicago 60606
Federal Job Information Center: Chicago—219 S. Dearborn St., Chicago 60604

Indiana

Governor's Committee: 1330 W. Michigan St., Indianapolis 46206
State Assn. for Retarded Children: 752 E. Market St., Indianapolis 46202
State Vocational Rehabilitation Office: 12 W. Market St., Indianapolis 46204
State Employment Security Office: 10 N. Senate Ave., Indianapolis 46204
Federal Job Information Center: 36 S. Pennsylvania St., Rm. 102, Indianapolis 46204

Iowa
Governor's Committee: Grimes State Office Bldg., Des Moines 50319
State Assn. for Retarded Children: 9th and Grand Ave., Des Moines 50309
State Vocational Rehabilitation Office: 801 Bankers Trust Bldg., Des Moines 50309
State Employment Security Office: 1000 E. Grand Ave., Des Moines 50319
Federal Job Information Center: 191 Federal Bldg., Des Moines 50309

Kansas
Governor's Committee: 401 Topeka Ave., Topeka 66603
State Assn. for Retarded Children: 6100 Martway, Suite 1, Mission 66202
State Vocational Rehabilitation Office: 1145-E State Office Bldg., Topeka 66612
State Employment Security Office: 401 Topeka Ave., Topeka 66603
Federal Job Information Center: Room 101, One-Twenty Bldg., Wichita 67202

Kentucky
Governor's Committee: Kentucky Employment Services, Capitol Annex, Frankfort 40601
State Assn. for Retarded Children: 101-A Bridge St., Frankfort 40601
State Vocational Rehabilitation Office: State Office Bldg., High St., Frankfort 40601
State Employment Security Office: New Capitol Annex Bldg., Frankfort 40601
Federal Job Information Center: 600 Federal Place, Rm. 167, Louisville 40202

Louisiana
Governor's Committee: P. O. Box 44094, Baton Rouge 70804
State Assn. for Retarded Children: 6844 Van Gogh Dr., Baton Rouge 70806
State Vocational Rehabilitation Office: P. O. Box 44064, Baton Rouge 70804
State Employment Security Office: P. O. Box 44094, Baton Rouge 70804
Federal Job Information Center: 600 South St., Federal Bldg., New Orleans 70130

Maine

Governor's Committee: P. O. Box 309, Augusta 04330
State Assn. for Retarded Children: 269 1/2 Water St., Augusta 04330
State Vocational Rehabilitation Office: 32 Winthrop St., Augusta 04330
State Employment Security Office: 20 Union St., Augusta 04330
Federal Job Information Center: Federal Bldg., Augusta 04330

Maryland

Governor's Committee: 1100 N. Eutaw St., Rm. 613, Baltimore 21201
State Assn. for Retarded Children: 1514 Reisterstown Rd., Pikesville 21208
State Vocational Rehabilitation Office: 2100 Guilford Ave., Baltimore 21218
State Employment Security Office: 1100 N. Eutaw St., Baltimore 21201
Federal Job Information Center: Lombard St. & Hopkins Place, Baltimore 21201

Massachusetts

Governor's Committee: Cambridge & Staniford St., Boston 02114
State Assn. for Retarded Children: Suite 402, 680 Main St., Waltham 02154
State Vocational Rehabilitation Office: 296 Boylston St., Boston 02116
State Employment Security Office: C. F. Hurley Employment Security Bldg., Government Center, Boston 02114
Federal Job Information Center: Post Office & Courthouse Bldg., Rm. 1004, Boston 02109

Michigan

Governor's Committee: P. O. Box 1016, Lansing 48904
State Assn. for Retarded Children: 510 Michigan National Tower, Lansing 48933
State Vocational Rehabilitation Office: P. O. Box 1016, Lansing 48904
State Employment Security Office: 7310 Woodward Ave., Detroit 48202
Federal Job Information Center: 144 W. Lafayette St., 1st Floor, Detroit 48226

Minnesota

Governor's Committee: 527 Jackson Ave., Rm. 227, St. Paul 55101
State Assn. for Retarded Children: 1911 Nicollet Ave., Minneapolis 55403
State Vocational Rehabilitation Office: 1745 University Ave., St. Paul 55104
State Employment Security Office: 390 N. Robert St., St. Paul 55101
Federal Job Information Center: Rm. 196, Federal Bldg., Minneapolis 55111

Mississippi

Governor's Committee: P. O. Box 1698, Jackson 39205
State Assn. for Retarded Children: P. O. Box 1363, Jackson 39205
State Vocational Rehabilitation Office: P. O. Box 1698, Jackson 39205
State Employment Security Office: P. O. Box 1699, Jackson 39205
Federal Job Information Center: 802 N. State St., Jackson 39201

Missouri

Governor's Committee: P. O. Box 59, Jefferson City 65101
State Assn. for Retarded Children: 108 Jackson St., Jefferson City 65101
State Vocational Rehabilitation Office: 1616 Missouri Blvd., Jerrerson City 65101
State Employment Security Office: 421 E. Dunklin St., Jefferson City 65101
Federal Job Information Center: Kansas City—Room 129, Federal Bldg., 64106
St. Louis—Room 1712, Federal Bldg., 63103

Montana

Governor's Committee: P. O. Box 1728, Helena 59601
State Assn. for Retarded Children: P. O. Box 625, Helena 59601
State Vocational Rehabilitation Office: 507 Power Block, Helena 59601
State Employment Security Office: P. O. Box 1728, Helena 59601
Federal Job Information Center: 130 Neil Ave., IBM Bldg., Helena 59601

Nebraska

Governor's Committee: Box 4600, State House Station, Lincoln 68509
State Assn. for Retarded Children: 140 S. 27th St., Lincoln 68502
State Vocational Rehabilitation Office: 707 Lincoln Bldg., Lincoln 68508
State Employment Security Office: P. O. Box 4600, State House Station, Lincoln 68509
Federal Job Information Center: 215 N. 17th St., Rm. 1014, Omaha 68102

Nevada
Governor's Committee: 500 E. Third St., Carson City 89701
State Assn. for Retarded Children: 927 S. Main St., Las Vegas 89101
State Vocational Rehabilitation Office: 308 N. Curry St., Carson City 89701
State Employment Security Office: 500 E. Third St., Carson City 89701
Federal Job Information Center: Reno—Rm. 1139, Federal Bldg., 89502
Las Vegas—300 Las Vegas Blvd. South 89101

New Hampshire
Governor's Committee: 32 S. Main St., Concord 03301
State Assn. for Retarded Children: 4 Park St., Concord 03301
State Vocational Rehabilitation Office: 64 N. Main St., Concord 03301
State Employment Security Office: 32 S. Main St., Concord 03301
Federal Job Information Center: Federal Bldg., Daniel & Penhallow Sts., Portsmouth 03803

New Jersey
Governor's Committee: Labor & Industry Bldg., Rm. 1007, Trenton 08625
State Assn. for Retarded Children: 97 Bayard St., New Brunswick 08901
State Vocational Rehabilitation Office: Labor & Industry Bldg., 10th Floor, Trenton 08625
State Employment Security Office: P. O. Box V, Trenton 08625
Federal Job Information Center: 970 Broad St., Newark 07102

New Mexico
Governor's Committee: P. O. Box 1928, Albuquerque 87111
State Assn. for Retarded Children: 8200 1/2 Menaul Blvd., NE, Suite 3, Albuquerque 87110
State Vocational Rehabilitation Office: Old Capitol Annex, Rm. 116, Santa Fe 87501
State Employment Security Office: P. O. Box 1928. Albuquerque 87103
Federal Job Information Center: 421 Gold Ave. SW, Albuquerque 87101

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New York

Governor's Committee: 270 Broadway, Rm. 2410, New York 10007
State Assn. for Retarded Children: 175 Fifth Ave., New York 10010
State Vocational Rehabilitation Office: 162 Washington Ave., Albany 12210
State Employment Security Office: State Office Bldg., Campus, Albany 12201
Federal Job Information Center: New York—26 Federal Plaza 10007
Syracuse—301 Erie Blvd. W., 13202

North Carolina

Governor's Committee: 215 Hillsborough St., Raleigh 27602
State Assn. for Retarded Children: P. O. Box 18551, Raleigh 27609
State Vocational Rehabilitation Office: 305 1/2 W. Martin St., Raleigh 27602
State Employment Security Office: P. O. Box 589, Raleigh 27602
Federal Job Information Center: 310 New Bern Ave., Raleigh 27611

North Dakota

Governor's Committee: State Capitol Bldg., 18th Floor, Bismarck 58501
State Assn. for Retarded Children: 62 1/2 Broadway, Fargo 58102
State Vocational Rehabilitation Office: 418 E. Rosser Ave., Bismarck 58501
State Employment Security Office: P. O. Box 1537, Bismarck 58501
Federal Job Information Center: Room 200, Federal Bldg. & Post Office, Fargo 58102

Ohio

Governor's Committee: 145 S. Front St., Columbus 43216
State Assn. for Retarded Children: 131 E. State St., Columbus 43215
State Vocational Rehabilitation Office: 240 S. Parsons Ave., Rm. 125, Columbus 43215
State Employment Security Office: P. O. Box 1618, Columbus 43216
Federal Job Information Center: Cleveland—1240 E. Ninth St. 44199
Dayton—21 E. Fourth St., 45402
Cincinnati—550 Main St., Rm. 1523, 45202

Oklahoma

Governor's Committee: 301 Will Rogers Memorial Bldg., Oklahoma City 73105
State Assn. for Retarded Children: 901 Office Park Plaza, Oklahoma City 73105
State Vocational Rehabilitation Office: P. O. Box 25352, Oklahoma City 73125
State Employment Security Office: Will Rogers Memorial Office Bldg., Oklahoma City 73105
Federal Job Information Center: 210 NW Sixth St., Oklahoma City 73102

Oregon

Governor's Committee: 417 Labor & Industry Bldg., Salem 97310
State Assn. for Retarded Children: 3085 River Road N., Salem 97303
State Vocational Rehabilitation Office: 680 Cottage St. S. E., Salem 97310
State Employment Security Office: 403 Labor & Industry Bldg., Salem 97310
Federal Job Information Centers: 319 Southwest Pine St., Portland 97204

Pennsylvania

Governor's Committee: 7th & Forster Sts., Harrisburg 17121
State Assn. for Retarded Children: 112 N. Second St., Harrisburg 17101
State Vocational Rehabilitation Office: 7th & Forster Sts., Harrisburg 17121
State Employment Security Office: 7th & Forster Sts., Harrisburg 17121
Federal Job Information Center: Philadelphia—128 N. Broad St., 19102
Pittsburgh—1000 Liberty Ave., 15222

Puerto Rico

Governor's Committee: Box A-E, Rio Piedras 00928
State Assn. for Retarded Children: Apartado 10215, Santurce 00909
State Vocational Rehabilitation Office: P. O. Box 1118, Hato Rey 00919
State Employment Security Office: 414 Barbosa Ave., Hato Rey 00917
Federal Job Information Center: 255 Ponce de Leon Ave., Hato Rey 00917

Rhode Island
Governor's Committee: 24 Mason St., Providence 02903
State Assn. for Retarded Children: 333 Grotto Ave., Providence 02906
State Vocational Rehabilitation Office: 40 Fountain St., Providence 02903
State Employment Security Office: 24 Mason St., Providence 02903
Federal Job Information Center: Federal Bldg. & U. S. Post Office, Kennedy Plaza, Providence 02903

South Carolina
Governor's Committee: P. O. Box 1406, Columbia 29202
State Assn. for Retarded Children: 1517 Hampton St., Columbia 29202
State Vocational Rehabilitation Office: 400 Wade Hampton State Office Bldg., Columbia 29201
State Employment Security Office: P. O. Box 995, Columbia 29202
Federal Job Information Center: 334 Meeting St., Charleston 29403

South Dakota
Governor's Committee: 104 S. Lincoln, #101, Aberdeen 57401
State Assn. for Retarded Children: 1612 W. 41st St., Sioux Falls 57105
State Vocational Rehabilitation Office: 804 N. Euclid, Pierre 57501
State Employment Security Office: 607 N. Fourth St., Aberdeen 57401
Federal Job Information Center: 919 Main St., Rm. 118, Rapid City 57701

Tennessee
Governor's Committee: 201 Capitol Towers, Nashville 37219
State Assn. for Retarded Children: P. O. Box 12066, Nashville 37212
State Vocational Rehabilitation Office: Suite 1400, 1808 West End Bldg., Nashville 37203
State Employment Security Office: Cordell Hull State Office Bldg., Nashville 37219
Federal Job Information Center: 167 N. Main St., Memphis 38103

Texas
Governor's Committee: TEC Building, Austin 78701
State Assn. for Retarded Children: 833 W. Houston, Austin 78756
State Vocational Rehabilitation Office: 221 E. 9th St., Austin 78701
State Employment Security Office: TEC Building, Austin 78701
Federal Job Information Center: Dallas—1114 Commerce St. Room 103, 75202
El Paso—411 N. Stanton St., 79901

Houston—702 Caroline St., 77002
San Antonio—615 E. Houston St., 78205

Utah
Governor's Committee: 136 E. South Temple St., Salt Lake City 84111
State Assn. for Retarded Children: 3791 Viking Rd., Salt Lake City 84109
State Vocational Rehabilitation Office: 136 E. South Temple St., Salt Lake City 84111
State Employment Security Office: P. O. Box 11249, Salt Lake City 84111
Federal Job Information Center: 135 S. State St., Salt Lake City 84111

Vermont
Governor's Committee: 70 Clarendon Ave., Montpelier 05602
State Assn. for Retarded Children: P. O. Box 858, Montpelier 05602
State Vocational Rehabilitation Office: 79 Main St., Montpelier 05602
State Employment Security Office: P. O. Box 488, Montpelier 05602
Federal Job Information Center: Elmwood Ave. & Pearl St., Burlington 05401

Virginia
Governor's Committee: P. O. Box 1358, Richmond 23211
State Assn. for Retarded Children: 909 E. Main St., Richmond 23219
State Vocational Rehabilitation Office, P. O. Box 11045, Richmond 23230
State Employment Security Office: P. O. Box 1358, Richmond 23211
Federal Job Information Center: 415 St. Paul Blvd., Norfolk 23510

Virgin Islands
Governor's Committee: P. O. Box 630, St. Thomas 00801
State Assn. for Retarded Children: P. O. Box 1442, St. Thomas 00801
State Vocational Rehabilitation Office: P. O. Box 630, St. Thomas 00801
State Employment Security Office: P. O. Box 1092, St. Thomas 00801
Federal Job Information Center: (same as Puerto Rico)

Washington
Governor's Committee: P. O. Box 367, Olympia 98501
State Assn. for Retarded Children: 507 Security Building, Olympia 98501
State Vocational Rehabilitation Office: P. O. Box 528, Olympia 98501
State Employment Security Office: P. O. Box 367, Olympia 98501
Federal Job Information Center: First Ave., & Madison St., Seattle 98104

West Virginia
Governor's Committee:
State Assn. for Retarded Children: Union Trust Bldg., Rm. 317, Parkersburg 26101
State Vocational Rehabilitation Office: P & G Bldg., Washington St., Charleston 25305
State Employment Security Office: State Office Bldg., Charleston 25305
Federal Job Information Center: 500 Quarrier St., Charleston 25301

Wisconsin
Governor's Committee: P. O. Box 1607, Madison 53701
State Assn. for Retarded Children: 351 W. Washington Ave., Madison 53703
State Vocational Rehabilitation Office: 1 West Wilson St., Madison 53702
State Employment Security Office: P. O. Box 1607, Madison 53701
Federal Job Information Center: 161 W. Wisconsin Ave., Milwaukee 53203

Wyoming
Governor's Committee: P. O. Box 2760, Casper 82601
State Assn. for Retarded Children: Box 8, Cheyenne 82001
State Vocational Rehabilitation Office: 305 State Office Bldg., Cheyenne 82001
State Employment Security Office: P. O. Box 760, Casper 82601
Federal Job Information Center: 1805 Capitol Ave., Cheyenne 82001

WHAT MATERIALS CAN YOUR RECOMMEND?

- Any publications from the President's Committee. Some I have found particularly helpful are:

About Jobs and Mentally Retarded People
Guide to Job Placement of Mentally Retarded Workers
Guide to Job Placement of Mentally Restored People
Hiring the Handicapped: Facts and Myths
Hiring Persons With Hearing Impairments
How to Get a Job
Teacher's Manual to Accompany How to Get a Job
Working Together with Mentally Retarded Employees

You can get these and other materials from this address:

The President's Committee
on Employment of
the Handicapped
Washington, D. C. 20210

- Some other suggestions include:

Project Fundamental Industrial Training: Implementation Handbook. A guide for the establishment of a vocational training system. Texas Rehabilitation Commission, 118 East Riverside Drive, Austin, Texas 78704.

Vocational Academic Concepts. Volume I: Teacher's Handbook. Commerce Public Schools, Tri County Co-op, Commerce, Texas

Vocational Academic Concepts. Volume II: Student Evaluation Handbook. Commerce Public Schools, Tri County Co-op, Commerce, Texas.

A Suggested Job Placement Model for Local Education Agencies of Texas. Prairie View A&M University, Prairie View, Texas.

Employment of the Handicapped in Federal Agencies, Organizations, and Installations. Project ENCOUNTER: Instructional Module. Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843

Barriers to Employment for the Handicapped. Project ENCOUNTER: Instructional Module. Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843

VAC Insights. Project ENCOUNTER: Promising Practice. Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843

Placing Handicapped Applicants: An Employment Service Handbook. Mid-East Regional Resource Center, 1901 Pennsylvania Avenue, N. W., Suite 505, Washington, D.C., 20006

On-the-Job Training. Kern High School District, 2000 24th Street, Bakersfield, California 93301

I also highly recommend:

Donna Williams, Handicapped Assistance, 6200 N. Central Expressway, Suite 306, Dallas, Texas 75206, (214) 363-4554.

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10

Coordinating Programs

Marilyn Kok

Cooperation between vocational
and special education. . . .
Knowing what's available. . . .
Minimizing competition. . . .
. . . .Increasing communication

Once you have your program established, what is involved in keeping it going? What are the problems you will undoubtedly face and how can you address those problems? As an administrator you know that in a structured system such as a school, certain divisions are bound to occur, certain groups of people are bound to form teams, each teacher with its own hierarchy, procedures, funding, and goals. To keep a vocational program for the handicapped going you will have to encourage cooperation and communication. In this chapter I will answer questions about coordinating your vocational program for the handicapped so that the program goes smoothly.

WHO ARE THE PEOPLE I MUST CONSIDER WHEN COORDINATING A VOCATIONAL PROGRAM FOR THE HANDICAPPED?

You would be wise to consider six groups of people:

- Vocational educators
- Special education personnel
- Handicapped students
- Parents of handicapped students
- Prospective employers
- Agencies (state and local education agencies, rehabilitation commissions, advocacy groups, and other organizations)

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I suspect that most of your problems related to coordinating your program will come from the two groups of people in your own school building--vocational educators and special education personnel.

WHY DO THESE PEOPLE HAVE TROUBLE COOPERATING?

For one thing, they don't know what's available from each other. It seems almost too elementary to bring up, but it remains a major barrier to cooperation: many vocational teachers just do not know what special education teachers do, and therefore do not know how special education can help them. Many educators also do not know how outside agencies can help them. Without knowing what's available, why would anyone ask for help?

Another reason people have trouble cooperating is because they differ on how handicapped students should be educated. You know that many teachers--even within special education--think handicapped students belong in special classes only. Even when educators agree that the student can succeed in a regular class, many differ on which class the student belongs in (horticulture vs. distributive education, home economics vs. building trades). Unless everyone agrees on goals, at least to some degree, why would they even want to cooperate?

But competition is probably the most powerful barrier to cooperation--especially competition for funds. It would be foolish to suggest that you, as an administrator, should not protect the financial resources given to meet your responsibilities. But who can always distinguish between protectiveness and possessiveness, between management and misuse?

Now if it is natural for these different groups to protect their financial resources, it is also natural that they protect their image. After all, if a program fails to achieve its objectives, funding should cease. Unfortunately, this very sensible principle frequently leads to some very senseless consequences. Because of it, educators may do what will make their programs look good, rather than what will make their students look good. They do what will please their funding agency, rather than what will please their clients. Naturally, with this attitude, they find it difficult to ask for help. fearing that this request will make them look weak and therefore harm their image. Suddenly the other departments, agencies, organizations, which could help them, become competitors.

Accountability requirements certainly do not help the situation. Sometimes when special education sends a student into vocational education programs, they retain the right to count that student in special education. With this arrangement, vocational education gets much of the work and

and little of the credit. Programs live or die by accountability. Who can blame program directors for protecting their program results?

These three barriers then--not knowing what's available from the other groups, differing on goals and competing for program funds and prestige--inhibit cooperation.

HOW CAN VOCATIONAL TEACHERS KNOW WHAT IS AVAILABLE FROM OTHER SCHOOL PROGRAMS, AGENCIES, AND ORGANIZATIONS?

Your local situation will determine exactly how you get this information to your teachers, but some suggestions may help:

- Invite a representative from the program or agency (for example a representative from special education or the rehab commission) to a staff meeting.
- Take teachers who have handicapped students in their classes on a tour through a special education resource room.
- Set up a conference between a resource teacher and each vocational teacher who has a handicapped student.
- If you haven't done so already, invite your special education personnel for a tour of vocational education facilities. They need to know what you can offer as well.

HOW CAN THE PROBLEM OF DIFFERING METHODS AND GOALS BE ELIMINATED--OR AT LEAST LESSENED?

The most immediate and effective way to conquer this barrier is to have everyone agree on a certain student's vocational program before that program begins. In other words, have them all present when the IEP is written.

I know that is a deceptively simple solution. I know that some educators will never agree on how a certain student will learn best. But experience shows that excluding teachers from the planning stage can have disastrous results. In one instance a metal trades teacher did not even know his student was handicapped. In another, a vocational teacher became permanently soured toward any students from special education because the IEP committee had placed one student so inappropriately.

From the vocational teacher's perspective, the reasons for exclusion are far from complimentary. Some believe they are excluded from the planning process because IEP coordinators do not respect their opinions. Others believe the IEP coordinators feel more qualified than even the teachers to judge the

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appropriateness of a vocational class.

Why are the teachers usually excluded? Perhaps for the reasons above, but more frequently for two other reasons. First, the meetings require time away from class. This is a logistical reason and says nothing about the teacher's qualifications. The second reason does, however. Many IEP coordinators are afraid vocational teachers will feel negatively toward having handicapped students in their classes and therefore lessen the student's opportunities. They believe it would be better not to even tell the teacher the student is handicapped, because of prejudices or bias against handicapped students or mainstreaming. If the teacher actually is prejudiced, just think of the damage caused when the teacher finds out. Excluding the teachers from the placement process where the decisions are made only aggravates the situation.

So the best way to eliminate the problem of differing goals is to include everyone in the planning stage who could be affected by a vocational placement. As an administrator you are in the position to allow time for the prospective vocational teacher to attend the IEP meeting. And at the meeting, be sure the vocational teacher airs his or her concerns. Let the teacher know you will not admit the student until the teacher agrees to take the student, at least on a trial basis.

Then--especially for the hesitant teacher--follow up the meeting with the supports listed under the previous question.

WHAT CAN I DO ABOUT COMPETITION?

Unfortunately, you will find it hard to eliminate it. To do so you would have to provide funds for all the programs, equipment, materials, and personnel that your school district needs. And you would have to provide security for all the programs and personnel you deal with. Hardly viable.

So, instead of eliminating competition, you could use competition to the student's advantage. When two different disciplines, such as vocational education and special education, are competing with each other for funds or prestige, redirect that competition beyond the two toward a common goal or competitor.

We have already mentioned some of the more frequent causes for competition. Here are some suggestions for uniting forces against these causes.

- *Accountability requirements*. Sit down with the director of special education and talk over each of your discipline's requirements. As odd as it seems, the special education director may not realize just how important the five-year accountability requirement is to vocational education. And not knowing what vocational education is required to report, how can special education understand your motives? More importantly, how can they avoid unwittingly hindering you? Then hear what special education faces.

Once you have seen precisely how accountability requirements hinder cooperation at your local level, offer some suggestions to your local or state education agency for revising those requirements. Use your professional organizations and journals, conferences, and state meeting to agitate for specific changes. And do what you can in your own school to help each other.

- *Funding*. Together review budgetary requirements. Explain what you must spend money on, the priorities you must work with, and why you use discretionary funds as you do.

  Then look over the many sources of funds offered in Chapter 2 of this handbook. When you can demonstrate your willingness to work with special education, a supporting agency, or an advocacy organization, you will be eligible for many more funds. You will also be eligible for services and personnel development and equipment. The collaboration could be well worth your while.

- *Prestige*. All programs, departments, agencies, and organizations will want to look good. There is no way or reason to deny this. But there is also no reason to think that if one program improves, another will decline.

  Some special educators fear that if they turn their students over to regular education, their program will become obsolete. In actual fact, many special education programs now serve the more severely handicapped--a priority population with funding agencies. This change has strengthened their credibility.

  In the same way some vocational educators fear that if they admit more handicapped students into their programs they will become the dumping ground they have struggled so long to avoid. But the great success vocational departments have had in serving handicapped students has been all to thier credit. More people view them as valuable.

  So when you meet with special education, talk over your motives. Share any pressures you are receiving. It's so much easier to accept someone's way of doing things when you understand the reasons behind the action. Then join forces to improve both programs' credibility.

BESIDES REMOVING THESE BARRIERS, WHAT CAN I DO TO INCREASE COOPERATION?

You can increase cooperation in three ways: through *legislation, education, and communication:*

1. *Legislation:* You can use our legislative system to correct the unforeseen problems which legislation has introduced. I've already suggested that you analyze accountability requirements to see how they hinder the vocational education of handicapped students. You could also compare your policies and regulations with those of special education to see how they complement or contradict each other. When regulations or guidelines stand in the way of cooperation, seek new ones. The national teachers associations are looking for feedback on how laws are working out. Let them hear how P.L. 94-142 has affected your school.

2. *Education:* Inservice continues to be a promising vehicle for increasing cooperation between special education and vocational education. The inservice section in this chapter offers several ideas.

   You could also join professional organizations which promote this cooperation. The American Vocational Association offers the National Association of Vocational Education Special Needs Personnel (NAVESNP) and the Council for Exceptional Children has the Division for Career Development (DCD). Both will keep you up to date of conferences and workshops in your area, as well as provide professional journals on this topic. For further resources and information, locally, contact your State Education Agency.

3. *Communication:* You could rightly say that communication is the key to successful cooperation. In your position as a vocational administrator, you have several ready-made opportunities for communication.

   - *Use the IEP meeting.* Most of the people important to the success of the student's placement in vocational education wil be there.
   - *Use joint inservice meetings.* With an appropriate agenda teachers who have never spoken together will meet and share views on working with handicapped students (see Inservice section).
   - *Use informal meetings.* Studies show that schools with the best cooperation between different disciplines have common staff rooms--a common coffee pot. Proximity alone builds communication.

HOW CAN THE IEP HELP INCREASE COMMUNICATION?

Consider how much ground you will cover at the IEP meeting, how much will be discussed, and how important this information is. The IEP meeting can bring out the most important issues in vocational education for a handicapped student. Let me review some of the ways that your program--vocational education--will benefit from the IEP, and how it will ultimately help build communication. Remember that both you and the student's prospective vocational teacher will be at the meeting. You will both benefit. Because of the IEP meeting, you will:

- *Understand the student's handicapping condition.* If you have worked with a handicapped student you know that no label ever fully describes a student's condition. Each student has his or her own strengths and weaknesses. At the IEP meeting you will be able to discuss the student's problems and promises with a teacher who has had the student. You will also be able to review the student's records. Any questions you have about language, test results, or labels can be immediately answered.

- *Get all your hesitations out.* This is especially valuable for vocational teachers who have negative attitudes. Some of the hesitations are entirely legitimate. Who knows as much about a specific vocational classroom or shop as the teacher does? And who knows more about a vocational program than the director? So express your concerns freely. That is one of the greatest opportunities of the IEP.

- *Request special services.* Once you know the student's handicap, once you are familiar with the student's past records, and have matched this knowledge to what you know about your vocational program, you can know what special services the student needs. These special services could remove any hesitations you and your teacher have--in essence make a placement "appropriate." They are therefore extremely important. To make a placement work, you could request special assistance for the student in reading, measuring, taking tests, and even discipline. You could also request special equipment or modification--even an aide. There is, of course, no guarantee that you would get these services. But communicating your need is extremely important, if for no other reason than you have made it known and given special education an opportunity to explain why they cannot provide it.

- *Meet special education resource personnel.* You will meet one special service at the meeting, a resource for both the student and the vocational teacher. The special education resource teacher has experience in teaching handicapped students, and may have suggestions for the vocational teacher concerning teaching techniques, discipline, curriculum, and evaluation. Make sure the prospective vocational teacher and the appropriate special education teacher meet. You may even schedule a conference for them.

But whatever you do, use the opportunity to establish this important contact between special education and vocational education--it's the cooperation the student will feel most immediately.

- *Meet parents.* Vocational teachers are already very aware of the support parents can give. The IEP meeting offers an excellent opportunity for the teacher and the parents to meet.
- *Talk over long-range goals.* Once again, because this requires expertise from both special and vocational education, this step requires cooperation and communication. To establish long-range goals you need the special educator's knowledge of how far the student can go (student potential) and how far the vocational program can take the student (program potential). It does no good for the student if you guess about either.
- *Help set complementary short-term objectives.* Once a certain kind of vocational training has been established as the student's long-range goal, academic work should support this (technical terms for reading, measuring for arithmetic). Neither special education or vocational education could plan such a cooperative effort alone!

Do you see how success in a vocational program becomes the common goal which helps eliminate competition? What better place to begin this than at the IEP meeting? This cooperative effort, this supportive endeavor, is sure to encourage the hesitant vocational teacher. The communication which begins at the IEP meeting (and in preparation for the meeting) is extremely healthy. Encourage your teachers to keep it going!

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Inservice Activities

Lindy Wright

Who's responsible?
NGT (Nominal Group Technique)
A.A.A.G.H.!!
Brainstorming

CONCEPTS

Vocational and Special Education personnel must work together to meet the needs of handicapped students.

Terminology must be understood by all personnel.

Cooperation and coordination is essential for a smooth running program.

PERFORMANCE OBJECTIVES

The teachers working with special needs students will be able to communicate and cooperate with each other.

Personnel will be able to define the specific terminology of both the vocational and special education programs.

Teachers will be able to identify and resolve problems that might arise when working together to meet the needs of the handicapped.

WHO'S RESPONSIBLE?

Materials Needed: Who's Responsible? Form
Pencils/paper

Number of Participants: 15-150

Approximate Time Needed: 30-45 minutes

Instructions:

1. Divide large groups into smaller groups of 5-8 participants.
2. Read each situation and respond to the questions.
3. Discuss your conclusions with the group.

SITUATIONS

Situation 1: Mr. Hodges, the metal trades teacher, has finally decided that one of his students needs special help. It's not just that Andy reads poorly (so many of Mr. Hodges' students have that problem), it's that Andy can't read at all. Figuring that someone from special education might be able to help the boy, Mr. Hodges goes to the vocational counselor, only to discover the boy is already in special education. No one has told Mr. Hodges.

Who's responsible? What are some reasons why no one told Mr. Hodges? How would it have helped if Mr. Hodges had known?

Situation 2: After hearing about mainstreaming, Ms. Davis, the data processing teacher, has become interested in having some mentally retarded students in her class. She feels, though, that for the students to learn enough, she will need an aide. Someone has mentioned to her that funds might be available somewhere but when she approaches the vocational director he just laughs. "Funds?" he says. "Who are you kidding?"

If funds are available who would know? More importantly, who would be willing to help Ms. Davis track them down? In your school, who will have both the interest and the knowledge to follow through on this?

Situation 3: After working all year with a hearing impaired student, Mr. Riley discoveres that the student has been withdrawn from his class and placed in a job. A little disgruntled, Mr. Riley goes to the Vocational Adjustment Coordinator (in special education) who has been responsible for placing the student. "Just doing my job!" the VAC exclaims. "But you put the student at Burger King. That doesn't have anything to do with TV repair." The VAC just shrugs. When he complained to his vocational director, Mr. Riley got little more than the same shrug. "What can I do?" the director asked.

Who's responsbile? Who could correct this situation? Have you experienced a situation like this? What did you do?

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NGT (NOMINAL GROUP TECHNIQUE)

Materials Needed: NGT Questions, NGT Instructions
Newsprint Pad
Magic Markers/Pencils

Number of Participants: 25-150

Approximate Time Needed: 1 hour

Instructions:

1. Divide into groups of 5-8. Each group will select a group leade
2. Each person receives a sheet of paper with the question on it.
3. The group leader then directs groups as per the instruction sheet.
4. Groups then share with others the answers and/or solutions to the problem questions.

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VOCATIONAL SPECIAL NEEDS
TEXAS A&M UNIVERSITY

Nominal Group Technique Instructions

by Nan Crowell

The Nominal Group Technique (NGT) is one of the best methods to encourage participants to view themselves as part of a problem and also part of a solution. Many independent ideas are generated using the technique. The participants find that the NGT process is threat free. They also gain a high sense of accomplishment. NGT has five steps:

Step 1: Silent generation of ideas. The question under consideration is shared with each group member. Each participant is then charged to write brief phrases or statements which will answer the question.

1. Pass out sheets containing prepared statement.
2. *Read* the question to the group.
3. Ask the group to spend 5-10 minutes *silently* and independently making a list of ideas.
4. *You* sit down and also make a list. This is important, as the group will model your behavior. Look and be serious. Discourage talking or distractions.
5. After 5-10 minutes stand up to end this step of NGT.

Step 2: Round-robin recording of ideas. The participants are asked to read one of their ideas. Each will be recorded on a flip chart or a blackboard. No discussion takes place at this point. One-by-one each participant either gives an idea or passes until all of the ideas generated by the group have been recorded.

1. Use your flip chart to record ideas with the magic marker. Write large enough for group to see.
2. Go round-robin around the group. Get only *one* idea per person at a time. Allow *no* discussion. The purpose of this step is simply *recording*. Don't pressure participants. Ask "Do you have an idea for the group?" Keep statements brief for recording ease. Go around the group three or four times. Support each idea as though it were the answer. Remember, no one is *forced* to contribute and may PASS if they choose. New ideas which occur to participants not previously listed may also be used.
3. *Number* each idea as it is recorded.
4. When listing is complete, go to Step III.

Step 3: Each idea is clarified and discussed in the order in which it was presented. This step is designed to eliminate misunderstanding which might have arisen concerning each idea presented.

1. Beginning with #1 on your master list begin the clarification process. DO NOT REQUIRE the one who submitted the idea to explain it. Encourage group discussion.
2. Go down the entire list.
3. This is the only step in which conflict or disagreement may emerge. DO NOT ALLOW THIS TO HAPPEN. This step is *only* for explaining more fully the ideas listed. NO JUDGMENTS ARE TO BE MADE BY YOU OR THE GROUP AS TO THEIR VALUE.
4. The author of the idea may re-word it, but only the author.
5. When *all* ideas have been clarified, go on to Step 4.

Step 4: Vote on importance. Each participant is asked to rank a specific number of items - usually five, but anywhere from three to seven is acceptable. Each participant places the item number and its rank on separate cards. The votes are counted and discussion is encouraged to clear up misunderstandings about item information.

1. Hand out five 3 X 5 index cards to each participant.
2. Ask participants to select the five most important items and mark the number for each item in the upper left-hand corner (one number per card). Then ask them to write an identifying word or phrase on the card.
3. Have participants spread the five cards out in front of them so all are visible and then rank order them by putting a number (1-5) on lower left-hand corner, with five (5) for the most important and one (1) for the least important. Circle those numbers

Step 5: Final vote. From the process a list of answers by importance is obtained. This is the final step.

1. Determine the outcome of the meeting.
2. Provides a sense of closure and accomplishment.
3. Documents the group judgment.
4. Follow the same voting procedure as outlined in Step 4.

Delbecq, A., Van de Ven, A. H., and Gustafson, D. H. *Group Techniques for Program Planning,* Glenview, Illinois, Scott, Foresman and Company, 1975.

Hoyle, J. Teacher versus administrator: a growing crisis. *Planning and Changing,* 1975, *9,* 203-209.

NGT QUESTION

How can vocational education personnel and special education personnel best serve as resources to each other for the benefit of the handicapped student being mainstreamed in vocational education?

(Translation in plain English: How can you work together to help these kids get their act together?)

A.A.A.G.H.!! (ACRONYMS ARE AWFUL - GOOD HEAVENS!!)

Materials Needed: Slides (See instructions on how to make)
Paper/pencils
Certificate

Number of Participants: Any number

Approximate Time Needed: 20-30 minutes

Instructions:

1. Presenter shows various slides and participants call out what they think each acronym stands for. Each participant gets 1 point for each correct response.
2. After all slides are shown, participants are asked to write down any other acronyms not already shown and share these with the group. Give 5 minutes for this activity.
3. Participant who comes up with the most acronyms and most points from correct responses wins the acronym certificate.

INSTRUCTIONS FOR PREPARING SLIDES

1. Run slide sheet through thermofax with blank transparency film.
2. Cut transparency on solid lines.
3. Mount each square in slide frame.

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C.V.A.E.	V.E.H.	E.M.R.	T.M.R.	L.L.D.
E.D.	M.B.I.	I.C.T.	H.E.C.E.	D.O.T.
W.R.A.T.	W.I.S.C.	W.A.I.S.	I.Q.	P.E.L.E.
T.R.C.	S.O.M.P.A.	M.H.M.R.	B.E.H.	P.C.E.H.
L.R.E.	A.R.D.	I.E.P.	V.A.C.	C.P.
M.S.	L.O.V.E.	T.N.M.J.	T.G.I.F.	W.P.T.K.I.M.C
D.A.M.N.	V.I.C.A.	D.E.C.A.	V.O.C.A.	F.F.A.

ACRONYM ANSWER KEY

SLIDE	*ACRONYM FOR*
A.R.D.	Admission, Referral, and Dismissal Committee
B.E.H.	Bureau of Education for the Handicapped
C.P.	Cerebral Palsy
C.V.A.E.	Coordinated Vocational Academic Education
D.A.M.N.	Don't Ask Me Now
D.E.C.A.	Distributive Education Clubs of America
D.O.T	Dictionary of Occupation Titles
E.D.	Emotionally Distrubed
E.M.R.	Educable Mentally Retarded
F.F.A.	Future Farmers of America
H.E.C.E.	Home Economics Cooperative Education
I.C.T.	Industrial Cooperative Training
I.E.P.	Individualized Education Plan (Program)
I.Q.	Intelligence Quotient
L.L.D.	Language/Learning Disabled
L.O.V.E.	Lazy Old Vocational Educator
L.R.E	Least Restrictive Environment
M.B.I.	Minimal Brain Injury
M.H.M.R.	Mental Health - Mental Retardation
M.S.	Multiple Sclerosis
P.C.E.H.	President's Commission for Employment of the Handicapped
P.E.L.E.	Pre-employment Laboratory Experience
S.O.M.P.A	System of Multicultural Pluralistic Assessment
T.G.I.F.	Thank Goodness Its Friday
T.M.R.	Trainable Mentally Retarded
T.R.C.	Texas Rehabilitation Commission
T.N.M.J.	That's Not My Job
V.A.C.	Vocational Adjustment Coordinator
V.E.H.	Vocational Education for the Handicapped
V.I.C.A.	Vocational Industrial Clubs of America
V.O.C.A	Vocational Opportunity Clubs of America
W.A.I.S	Wechsler Adult Intelligence Scale
W.I.S.C.	Wechsler Intelligence Scale for Children
W.P.T.K.I.M.C.	Who Put This Kid In My Class?
W.R.A.T.	Wide Range Achievement Test

THIS IS TO CERTIFY THAT

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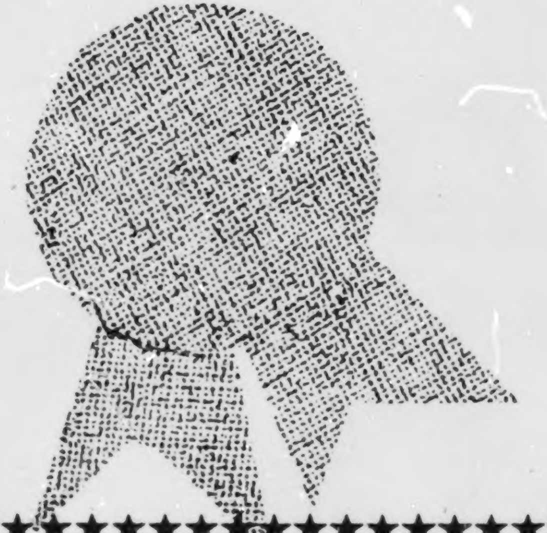
IS AN OFFICIAL

G. O. O. S. E.

(GASEOUS ORATOR OF OSIFIED SEMANTIC EXPRESSION)



WADD A. TURKEY

BRAINSTORMING

Materials Needed: Newsprint Pad
Magic Markers
Tape

Number of Participants: 15-150

Approximate Time Needed: 45 minutes - 1 hour

Instructions:

1. Divide into smaller groups of 5-8 participants.
2. Ask each group to list as many problems they can think of in coordinating vocational and special education personnel when working with the handicapped. List each problem on newsprint pad. Allow approximately 15 minutes.
3. Ask the groups to then address each problem they have identified and come up with at least one solution to that problem. List each solution on newsprint pad. Allow approximately 15 minutes.
4. Select a spokesperson from each group to share the problems and solutions with the others by posting their lists in a prominent place and discussing each one.

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Resources

Marilyn Kok

Books and administrative guides on coordinating programs for the handicapped

IN ADDITION TO THE LOCAL RESOURCES LISTED WITHIN THIS CHAPTER, CAN YOU RECOMMEND SOME BOOKS OR ADMINISTRATIVE GUIDES?

First, let me recommend a resource directory which will give you some leads on some excellent materials:

Batsche, Catherine (Project Director). Resource Catalog: The Illinois Network of Exemplary Programs for Handicapped and Disadvantaged Students. Normal-Bloomington, Illinois: Illinois State University, 1979.

I will also recommend a concise handbook for administrators:

Moore, Jean S. and Vance S. Engleman. Administrator's Manual: Programming for Handicapped Students at the Secondary Level: Responding to Public Laws. Salt Lake City, Utah: Southwest Regional Resource Center, 1977.

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